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ABSTRACT

This document is the fourteenth annual report on the critical successes of the North Carolina Community Colleges published in July 2003. The purpose of this document is to report on the performance measures for purposes of accountability and performance funding. Furthermore, the annual report serves as an evaluation instrument for the System strategic plan. The Critical Success Factors Matrix (the basis of the study that indicates the level of success of each community college) is divided into the following five factors: Core indicators of student success, workforce development, diverse populations learning needs, resources, and technology. Aside from explaining each factor in depth, the document also contains charts comparing the performance of all North Carolina Community Colleges in various areas. The methodology and data source of each part of the study varied depending on the goal of the study. For example, some of the data from the technological factor was gathered from the Academic and Student Service Division of the North Carolina Community College System while some of the data from the core indicators of student success factor came from surveys done by each college using a standard set of questions. (MZ)

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2003 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Fourteenth Annual Report

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North Carolina Community College System
Planning & Research Section

July 2003

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NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Fourteenth Annual Report

July 2003

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CONTENTS

INTRODUCTION 1

Core Indicators of Success 1

System Strategic Plan 1

Critical Success Factors Matrix 3

FACTOR I: CORE INDICATORS OF STUDENT SUCCESS 5

Measure A: Progress of Basic Skills Students 6

Measure B: Passing Rates on Licensure and Certification Examinations 8

Measure C: Goal Completion for Completers 21

Measure D: Employment Status of Graduates 23

Measure E: Performance of College Transfer Students 26

Measure F: Passing Rates of Students in Developmental Courses 29

Measure G: Success Rate of Developmental Students in Subsequent College-Level Courses 31

Measure H: Satisfaction of Program Completers and Non-Completers 33

Measure I: Curriclum Student Retention and Graduation 35

Measure J: Employer Satisfaction With Graduates 37

Measure K: Client Satisfaction With Customized Training 39

Measure L: Program Unduplicated Headcount Enrollment 41

SUMMARY OF CORE INDICATORS OF SUCCESS 43

EVALUATION OF PROGRESS 47

FACTOR II: WORKFORCE DEVELOPMENT 49

Measure A: Percentage of High Demand Occupations Encompassed by Training Programs 50

Measure B: Percentage of Employers Satisfied With NCCCS Training Programs 51

Measure C: Percentage of College Tech Prep Students Enrolling in a Community College 52

Measure D: Number of Employers and Trainees Served by NEIT, FIT, Small Business Centers, and Customized Training 54

FACTOR III: DIVERSE POPULATIONS LEARNING NEEDS 57

Measure A: Number and Percentage of Dropouts Annually Served by Basic Skills Programs 58

Measure B: Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide 60

Measure C: Percentage of Basic Skills Students and Recent High School Graduates Enrolling in a Community College 62

Measure D: Unduplicated Headcount in English as a Second Language 63

Measure E: Number of Under-Represented Students Enrolled Per Category 65

Measure F: Percentage of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance 66

Measure G: Percentage of the Adult Population in Service Area Enrolled 68

FACTOR IV: RESOURCES 71

Measure A: Percentage of College Libraries Meeting the ALA Standards 72

Measure B: Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges 74

Measure C: Average Nine-Month Faculty Salaries as a Percentage of the SREB Average 75

Measure D: Retention Rate for Full-Time Faculty With Less than Five Years of Experience 77

Measure E: Number of Faculty and Staff Participating in Professional Development Activities 78

Measure F: Percentage of Facilities Meeting the "Satisfactory" Building Condition 80

Measure G: Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment 81

FACTOR V: TECHNOLOGY 83

Measure A: Number of Colleges Participating in the NC Virtual Learning Community 84

Measure B: Number of Colleges Connected to the North Carolina Information Highway 85

Measure C: Number of Colleges Possessing the FCC License for Wireless Cable Systems 86

Measure D: Number of Courses and Programs Offered Via Telecourse, Wireless Cable, the Internet, Two-Way Video, etc. 87

Measure E: Number of Courses Offered Through the NC Virtual Learning Community 88

Measure F: Enrollment in Courses Offered Through the NC Virtual Learning Community 89

CRITICAL SUCCESS FACTORS FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Fourteenth Annual Report

INTRODUCTION

First mandated by the North Carolina General Assembly in 1989 (S.L. 1989; C. 752; S. 80), the Critical Success Factors Report has evolved into the major accountability document for the North Carolina Community College System. This fourteenth annual report on the critical success factors is the result of a process undertaken to streamline and simplify accountability reporting by the community college system. The purpose of this report is twofold. First, this document is the means by which the community college system reports on performance measures, referred to as core indicators of success, for purposes of accountability and performance funding. Second, this document serves as an evaluation instrument for the System strategic plan.

Core Indicators of Success

In February 1999, the North Carolina State Board of Community Colleges adopted 12 performance measures for accountability. This action was taken in response to a mandate from the North Carolina General Assembly to review past performance measures and define standards of performance to ensure programs and services offered by community colleges in North Carolina were of sufficient quality. In addition, the General Assembly authorized the North Carolina Community College System to implement performance funding based on a subset of those 12 measures.

The 12 performance measures comprise the first of five factors reported in the Critical Success Factors Report. This factor is labeled "Core Indicators of Success," for it captures the essential elements of the mission of all community colleges in North Carolina. The measures focus primarily on student success and serve as the System's major public accountability tool.

System Strategic Plan

Under the leadership of President H. Martin Lancaster, the North Carolina Community College System embarked on a strategic planning process in January 1998. The purpose of the process was to develop a strategic plan that would focus the efforts of the system on a set

of strategic initiatives. The strategic plan is the vehicle that sets the strategic direction for the System and guides the development of the biennial budget requests.

The purpose of factors two through five of the Critical Success Factors Report is to monitor the progress of the system in achieving the objectives in the strategic plan and to report these achievements. The measures that comprise these factors are the evaluation of the strategic plan objectives. Unlike the measures comprising factor one, the measures included in factors two through five will change more frequently as new strategic plan objectives are developed. In addition, the measures in factors two through five are meant to be System measures, rather than individual college measures. When available, individual college data will be presented, but the intended focus of these measures is the success of the System in achieving some predefined level of achievement.

A matrix showing the factors and measures contained in the Critical Success Factors Report can be found on page 3.

CRITICAL SUCCESS FACTORS AND MEASURES, 2001-2002

Factor I: Core Indicators of Student Success	A. Progress of basic skills students	B. Passing rates on licensure & certification exams	C. Goal completion for program completers	D. Employment status of graduates	E. Performance of college transfer students	F. Developmental course passing rates	G. Success of developmental students in college-level courses	H. Student satisfaction	I. Curriculum student retention and graduation	J. Employer satisfaction with graduates	K. Client satisfacton with customized training	L. Program unduplicated headcount enrollment
Factor II: Workforce Development	A. Percentage of high demand occupations encompassed by training progrms	B. Percentage of employers satisfied with NCCCS training programs	C. Percentage of Tech Prep students enrolling in a community college	D. Number of employers & trainees served by: NEIT, FIT, Small Business Centers, customized training								
Factor III: Diverse Populations Learning Needs	A. Number and percentage of dropouts annually served by basic skills programs	B. Number of GEDS and AHSDs awarded compared to the number of dropouts statewide	C. Percentage of basic skills students and recent high school graduates enrolling in a community college	D. Unduplicated headcount in English as a Second Language (ESL)	E. Number of under-represented students enrolled per category	F. Percentage of students receiving financial aid and amount of aid compared with cost of attendance	G. Percentage of population in service area enrolled					
Factor IV: Resources	A. Percentage of college libraries meeting ALA standards	B. Total dollar amount of budget transfers between program areas made by community colleges	C. Average faculty salaries as a percentage of the SREB average	D. Retention rate for full-time faculty with less than five years of experience	E. Number of faculty and staff participting in professional development activities	F. Percentage of facilities meeting satisfactory building condition	G. Ratio of occupational extension FTE dollar allotment to curriculum FTE dollar allotment					
Factor V: Technology	A. Number of colleges participating in the NC virtual learning community	B. Number of colleges connected to the North Carolina Information Highway	C. Number of colleges possessing the FCC license for wireless cable systems	D. Number of courses and programs offered via telecourse, wireless cable, the Internet, two-way video, etc.	E. Number of courses offered through the NC virtual learning community	F. Enrollment in courses offered through the NC virtual learning community						

CRITICAL SUCCESS FACTOR I: CORE INDICATORS OF STUDENT SUCCESS

Beginning in 1993, the State Board of Community Colleges began monitoring performance data on specific measures identified in the Critical Success Factors Report and in the Annual Program Review report. Standards of performance were established for measures that were identified as being critical to ensure public accountability for programs and services.

In 1998, the North Carolina General Assembly directed the State Board of Community Colleges to undertake a review of all performance measures and standards with the intent of ensuring stronger public accountability. Concurrently, the General Assembly directed the State Board of Community Colleges to develop a plan for the implementation of performance funding.

As a result of efforts undertaken by the community college system, a set of 12 performance measures of accountability was adopted in February 1999. Recognizing the importance of these measures in the System's public accountability efforts, the Planning Council decided to designate the 12 measures as the System's core indicators of student success and include them as the first factor of the Critical Success Factors report.

System summary data on each measure are presented in the report along with individual college performance data. A table is presented at the end of this section that summarizes, by measure, whether or not colleges met the performance standard. Any college not meeting a standard is required to submit to the State Board of Community Colleges an action plan for improving performance.

The Core Indicators of Student Success are:

A. Progress of Basic Skills Students

B. Passing Rates on Licensure and Certification Examinations

C. Goal Completion for Completers

D. Employment Status of Graduates

E. Performance of College Transfer Students

F. Passing Rates of Students in Developmental Courses

G. Success Rate of Developmental Students in Subsequent College-Level Courses

H. Satisfaction of Program Completers and Non-Completers

I. Curriculum Student Retention and Graduation

J. Employer Satisfaction With Graduates

K. Client Satisfaction With Customized Training

L. Program Unduplicated Headcount Enrollment

CORE INDICATORS OF SUCCESS MEASURE A: ***Progress of Basic Skills Students***

Description/Definition Basic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

For some colleges, a significant number of basic skills classes are conducted in prisons. Since inmates are transferred out of educational programs by the prisons for a variety of reasons, the final composite measure is adjusted by excluding those inmates who are transferred out of the program prior to meeting any of the three criteria stated above.

Methodology and Data Source The data on basic skills students are collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students are submitted to the North Carolina Community College System Office annually. The data are compiled by the system office IS section, and the composite measure and adjustment for each college are calculated.

Performance Standard The standard for the progress of basic skills students is 75 percent for the adjusted composite measure. This measure is a required performance funding measure.

Results For the year 2001-02, 48 of the 58 community colleges met the required standard. The average composite measure for the System was 78 percent. The range in the adjusted composite measure was from a low of 56 percent to a high of 99 percent, with the largest range occurring within the category of "progressing same level." Three (3) colleges that did not meet the standard last year showed a significant improvement in their performance this year even though they did not meet the standard.

SYSTEM SUMMARY OF PERCENTAGES IN PROGRESS OF BASIC SKILLS STUDENTS

YEAR	EXIT, NON-COMPLETER	PROGRESSING SAME LEVEL	COMPLETED LEVEL OR GOAL	ADVANCED NEXT LEVEL	COMPOSITE MEASURE	ADJUSTED COMPOSITE MEASURE
1998-99	24%	26%	37%	13%	76%	78%
1999-00	21%	23%	43%	13%	79%	79%
2000-01	22%	50%	11%	17%	78%	NA
2001-02	22%	49%	11%	19%	78%	NA

PROGRESS OF BASIC SKILLS STUDENTS, 2001-2002

COLLEGE	TOTAL FTE	TOTAL SERVED IN LITERACY	COMPLETED A LEVEL	PROGRESSING SAME LEVEL	EXIT NON-COMPLETERS	MOVED TO A HIGHER LEVEL	COMPOSITE PROGRESS MEASURE
Alamance CC	3,172	3,050	13%	60%	12%	15%	88%
Asheville-Buncombe TCC	4,995	4,564	10%	48%	22%	20%	78%
Beaufort County CC	1,817	1,465	5%	55%	23%	17%	77%
Bladen CC	1,253	933	12%	56%	16%	16%	84%
Blue Ridge CC	2,123	1,939	13%	44%	24%	19%	76%
Brunswick CC	1,182	986	11%	62%	10%	18%	90%
Caldwell CC & TI	3,410	2,625	18%	39%	25%	18%	75%
Cape Fear CC	5,756	3,372	7%	49%	23%	21%	77%
Carteret CC	1,684	1,036	19%	46%	18%	17%	82%
Catawba Valley CC	3,726	3,953	12%	60%	18%	11%	82%
Central Carolina CC	4,807	4,994	15%	42%	28%	15%	72%
Central Piedmont CC	11,775	11,271	12%	49%	23%	16%	77%
Cleveland CC	2,419	984	17%	37%	32%	14%	68%
Coastal Carolina CC	3,918	6,573	7%	62%	20%	11%	80%
College of The Albemarle	2,143	2,824	15%	56%	20%	10%	80%
Craven CC	2,243	1,464	12%	56%	24%	8%	76%
Davidson County CC	2,906	3,312	9%	47%	15%	30%	85%
Durham TCC	4,005	3,272	16%	44%	18%	21%	82%
Edgecombe CC	2,208	2,182	19%	54%	15%	12%	85%
Fayetteville TCC	9,004	6,510	5%	57%	24%	14%	76%
Forsyth TCC	5,653	6,117	8%	44%	19%	28%	81%
Gaston College	4,093	3,626	16%	38%	28%	18%	72%
Guilford TCC	7,665	5,745	11%	59%	7%	23%	93%
Halifax CC	1,784	1,433	4%	71%	1%	23%	99%
Haywood CC	1,675	980	11%	45%	25%	19%	75%
Isothermal CC	1,895	1,949	8%	57%	16%	19%	84%
James Sprunt CC	1,360	889	10%	38%	21%	31%	79%
Johnston CC	3,084	1,465	11%	49%	27%	13%	73%
Lenoir CC	2,847	2,532	9%	54%	24%	13%	76%
Martin CC	1,074	1,000	14%	54%	17%	15%	83%
Mayland CC	1,488	1,201	16%	32%	18%	34%	82%
McDowell TCC	1,339	899	16%	34%	18%	32%	82%
Mitchell CC	1,986	2,438	10%	47%	25%	19%	75%
Montgomery CC	726	645	8%	50%	28%	14%	72%
Nash CC	2,470	1,929	9%	51%	24%	15%	76%
Pamlico CC	518	319	16%	15%	44%	25%	56%
Piedmont CC	1,972	1,579	10%	51%	24%	15%	76%
Pitt CC	4,854	2,586	8%	54%	24%	14%	76%
Randolph CC	2,108	2,192	5%	69%	10%	15%	90%
Richmond CC	1,957	3,122	6%	39%	19%	36%	81%
Roanoke-Chowan CC	930	725	15%	51%	27%	7%	73%
Robeson CC	3,228	1,456	12%	49%	16%	23%	84%
Rockingham CC	1,991	1,592	9%	41%	30%	21%	70%
Rowan-Cabarrus CC	4,082	3,276	13%	29%	38%	20%	62%
Sampson CC	1,599	1,170	10%	41%	25%	25%	75%
Sandhills CC	3,480	2,458	6%	49%	24%	21%	76%
South Piedmont CC	2,292	2,716	11%	37%	22%	29%	78%
Southeastern CC	1,902	1,812	13%	45%	24%	18%	76%
Southwestern CC	2,012	1,769	10%	47%	20%	23%	80%
Stanly CC	1,750	1,372	13%	48%	25%	13%	75%
Surry CC	3,380	2,421	11%	41%	25%	23%	75%
Tri-County CC	1,249	629	14%	48%	12%	26%	88%
Vance-Granville CC	4,090	2,986	14%	31%	19%	35%	81%
Wake TCC	9,150	9,503	5%	45%	35%	15%	65%
Wayne CC	3,323	3,383	19%	53%	7%	21%	93%
Western Piedmont CC	2,604	3,230	11%	47%	24%	18%	76%
Wilkes CC	2,712	2,499	6%	51%	25%	18%	75%
Wilson TCC	1,855	1,718	7%	52%	25%	17%	75%
System Totals	176,743	154,562	11%	49%	22%	19%	78%

CORE INDICATORS OF SUCCESS MEASURE B: ***Passing Rates on Licensure & Certification Examinations***

Description/Definition The percentage of first-time test takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.

Methodology and Data Source Data are collected by the Planning and Research Section of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on an academic year; however, the data on nursing, emergency medical technician and insurance are reported on the calendar year.

Passing rates, if not provided, are calculated by dividing the number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than 10 persons.

Performance Standard There are two standards that must be met for this measure. First, the performance standard for the aggregate institutional passing rate is 80 percent. Second, the minimum accepted performance on any single reported examination is 70 percent. This measure is required for performance funding.

Results In 2001-2002, 40 community colleges met or exceeded the aggregate institutional passing rate of 80 percent, and 21 community colleges met the minimum accepted performance level of 70 percent on all reported licensure examinations. Seventeen (17) community colleges met both standards and thus met the overall requirement for the measure "passing rates on licensure and certification examinations." Seven (7) colleges that did not meet the standard this year demonstrated significant improvement over last year's reported performance.

*Data were not available for Insurance.

PERCENTAGE OF COMMUNITY COLLEGE STUDENTS PASSING LICENSING AND CERTIFICATION EXAMINATIONS (FIRST-TIME TEST TAKERS ONLY)

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	62	100
Airframe 1	54	100
Power Plant	89	100
Basic Law Enforcement Trng.	1,463	90
Cosmetic Arts		
Apprentice	486	90
Cosmetology	436	78
Cosmetology Teacher	20	72
Manicurist	259	85
Esthetics	209	91
Dental Hygiene	157	91
Emergency Medical Technician (EMT)		
EMT	2,158	83
EMT-D	638	95
EMT-I	629	69
EMT-P	319	91
EMD	42	95
Insurance		
Life and Health	Data not available	
Property and Liability	Data not available	
Medicaid/Medicare Supp.	Data not available	
Nursing		
RN	1,379	90
PN	711	94
Opticianry	*	*
Physical Therapist Assistant	75	79
Radiologic Technology		
Nuclear Medicine Technology	*	*
Radiation Therapy Technology	16	94
Radiography	215	95
Real Estate		
Sales	971	63
Veterinary Medical Technology	65	94

*Number too small to report without violating students' privacy

AGGREGATE INSTITUTIONAL PASSING RATE AND NUMBER OF EXAMS WITH A PASSING RATE < 70%

COLLEGE	TOTAL FTE	TOTAL NUMBER OF TEST TAKERS	TOTAL NUMBER PASSING	AGGREGATE INSTITUTIONAL PASSING RATE	NUMBER OF EXAMS WITH A PASSING RATE < 70%
Alamance CC	3,172	204	160	78%	2
Asheville-Buncombe TCC	4,995	291	276	95%	0
Beaufort County CC	1,817	118	114	97%	2
Bladen CC	1,253	69	60	87%	0
Blue Ridge CC	2,123	184	149	81%	2
Brunswick CC	1,182	179	129	72%	2
Caldwell CC & TI	3,410	243	201	83%	2
Cape Fear CC	5,756	295	265	90%	0
Carteret CC	1,684	114	89	78%	1
Catawba Valley CC	3,726	236	213	90%	0
Central Carolina CC	4,807	286	246	86%	2
Central Piedmont CC	11,775	495	442	89%	0
Cleveland CC	2,419	97	79	81%	1
Coastal Carolina CC	3,918	215	188	87%	0
College of The Albemarle	2,143	174	132	76%	2
Craven CC	2,243	125	188	87%	0
Davidson County CC	2,906	180	159	88%	1
Durham TCC	4,005	239	228	95%	1
Edgecombe CC	2,208	53	42	79%	0
Fayetteville TCC	9,004	353	324	92%	0
Forsyth TCC	5,653	344	311	90%	1
Gaston College	4,093	276	251	91%	1
Guilford TCC	7,645	510	464	91%	1
Halifax CC	1,784	38	25	66%	0
Haywood CC	1,675	76	61	80%	1
Isothermal CC	1,895	106	82	77%	1
James Sprunt CC	1,360	107	90	84%	2
Johnston CC	3,084	288	245	85%	1
Lenoir CC	2,847	159	126	79%	1
Martin CC	1,074	70	53	76%	1
Mayland CC	1,488	130	96	74%	2
McDowell TCC	1,339	111	97	87%	2
Mitchell CC	1,986	188	152	81%	2
Montgomery CC	726	66	50	76%	0
Nash CC	2,470	96	78	81%	1
Pamlico CC	518	*	*	*	*
Piedmont CC	1,922	44	39	89%	0
Pitt CC	4,854	185	155	84%	1
Randolph CC	2,108	136	109	80%	2
Richmond CC	1,957	47	43	92%	0
Roanoke-Chowan CC	930	90	71	79%	1
Robeson CC	3,228	187	169	90%	0
Rockingham CC	1,991	127	106	84%	1
Rowan-Cabarrus CC	4,082	312	247	79%	4
Sampson CC	1,599	171	149	87%	0
Sandhills CC	3,480	182	160	88%	0
South Piedmont CC	1,902	41	33	81%	1
Southeastern CC	2,292	171	141	83%	1
Southwestern CC	2,012	155	124	80%	2
Stanly CC	1,750	136	122	90%	0
Surry CC	3,380	235	196	83%	3
Tri-County CC	1,249	136	120	88%	0
Vance-Granville CC	4,090	204	160	78%	2
Wake TCC	9,150	354	312	88%	1
Wayne CC	3,323	91	83	91%	0
Western Piedmont CC	2,694	91	83	91%	0
Wilkes CC	2,712	100	78	78%	2
Wilson TCC	1,855	73	57	78%	0
System Totals	176,743	9,983	8,622	86%	

*Number too small to report without violating students' privacy

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001-2002
--AVIATION--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	GENERAL		AIRFRAME		POWER PLANT	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,172						
Asheville-Buncombe TCC	4,995						
Beaufort County CC	1,817						
Bladen CC	1,253						
Blue Ridge CC	2,123						
Brunswick CC	1,182						
Caldwell CC & TI	3,410						
Cape Fear CC	5,756						
Carteret CC	1,684						
Catawba Valley CC	3,726						
Central Carolina CC	4,807						
Central Piedmont CC	11,775						
Cleveland CC	2,419						
Coastal Carolina CC	3,918						
College of The Albemarle	2,143						
Craven CC	2,243						
Davidson County CC	2,906						
Durham TCC	4,005						
Edgecombe CC	2,208						
Fayetteville TCC	9,004						
Forsyth TCC	5,653						
Gaston College	4,093						
Guilford TCC	7,645	59	100	51	100	82	100
Halifax CC	1,784						
Haywood CC	1,675						
Isothermal CC	1,895						
James Sprunt CC	1,360						
Johnston CC	3,084						
Lenoir CC	2,847						
Martin CC	1,074						
Mayland CC	1,488						
McDowell TCC	1,339						
Mitchell CC	1,986						
Montgomery CC	726						
Nash CC	2,470						
Pamlico CC	518						
Piedmont CC	1,922						
Pitt CC	4,854						
Randolph CC	2,108						
Richmond CC	1,957						
Roanoke-Chowan CC	930						
Robeson CC	3,228						
Rockingham CC	1,991						
Rowan-Cabarrus CC	4,082						
Sampson CC	1,599						
Sandhills CC	3,480						
South Piedmont	1,902						
Southeastern CC	2,292						
Southwestern CC	2,012						
Stanly CC	1,750						
Surry CC	3,380						
Tri-County CC	1,249						
Vance-Granville CC	4,090						
Wake TCC	9,150						
Wayne CC	3,323	*	*	*	*	*	*
Western Piedmont CC	2,694						
Wilkes CC	2,712						
Wilson TCC	1,855						
System Totals	176,743	62	100	54	100	89	100

*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001-2002
--BASIC LAW ENFORCEMENT TRAINING--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	BLET	
		# TESTED	% PASSED
Alamance CC	3,172		
Asheville-Buncombe TCC	4,995	49	100
Beaufort County CC	1,817	28	57
Bladen CC	1,253	*	*
Blue Ridge CC	2,123	12	100
Brunswick CC	1,182	25	80
Caldwell CC & TI	3,410	29	86
Cape Fear CC	5,756	68	93
Carteret CC	1,684	28	89
Catawba Valley CC	3,726	20	90
Central Carolina CC	4,807	25	76
Central Piedmont CC	11,775	41	98
Cleveland CC	2,419	23	100
Coastal Carolina CC	3,918	34	97
College of The Albemarle	2,143	24	75
Craven CC	2,243	30	87
Davidson County CC	2,906	31	100
Durham TCC	4,005	28	93
Edgecombe CC	2,208		
Fayetteville TCC	9,004	52	90
Forsyth TCC	5,653	16	88
Gaston College	4,093	67	99
Guilford TCC	7,645	35	100
Halifax CC	1,784	*	*
Haywood CC	1,675	13	62
Isothermal CC	1,895	17	88
James Sprunt CC	1,360	11	100
Johnston CC	3,084	25	84
Lenoir CC	2,847	14	93
Martin CC	1,074	*	*
Mayland CC	1,488	21	86
McDowell TCC	1,339	13	85
Mitchell CC	1,986	40	93
Montgomery CC	726	25	92
Nash CC	2,470	32	100
Pamlico CC	518		
Piedmont CC	1,922		
Pitt CC	4,854	49	76
Randolph CC	2,108	32	81
Richmond CC	1,957		
Roanoke-Chowan CC	930		
Robeson CC	3,228	33	91
Rockingham CC	1,991	42	95
Rowan-Cabarrus CC	4,082	38	79
Sampson CC	1,599	32	100
Sandhills CC	3,480	58	98
South Piedmont	1,902	16	88
Southeastern CC	2,292	24	88
Southwestern CC	2,012	21	91
Stanly CC	1,750	31	94
Surry CC	3,380	34	100
Tri-County CC	1,249		
Vance-Granville CC	4,090	24	92
Wake TCC	9,150	50	88
Wayne CC	3,323	16	88
Western Piedmont CC	2,694	18	100
Wilkes CC	2,712	18	100
Wilson TCC	1,855	29	90
System Totals	176,743	1,463	90

*Number too small to report without violating students' privacy

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001-2002
–COSMETIC ARTS–
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	APPRENTICE		COSMETOLOGY		COS. TEACHER		MANICURIST		ESTHETICS	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,172	33	97	*	*						
Asheville-Buncombe TCC	4,995										
Beaufort County CC	1,817	*	*	18	72						
Bladen CC	1,253	17	77	*	*						
Blue Ridge CC	2,123	24	96	14	50			23	87	21	86
Brunswick CC	1,182	10	100					12	92	*	*
Caldwell CC & TI	3,410	25	100	*	*			14	100		
Cape Fear CC	5,756	15	93	*	*	*	*	16	81	12	92
Carteret CC	1,684	*	*	*	*			*	*	*	*
Catawba Valley CC	3,726	33	97	16	81			*	*	*	*
Central Carolina CC	4,807	31	100	14	86			*	*	56	96
Central Piedmont CC	11,775										
Cleveland CC	2,419	*	*	*	*						
Coastal Carolina CC	3,918			26	92	*	*	*	*		
College of The Albemarle	2,143	20	80					*	*		
Craven CC	2,243	17	94	*	*			*	*		
Davidson County CC	2,906			34	91	*	*	*	*	17	88
Durham TCC	4,005										
Edgecombe CC	2,208	14	86	12	75			*	*		
Fayetteville TCC	9,004			31	91			*	*		
Forsyth TCC	5,653										
Gaston College	4,093										
Guilford TCC	7,645	*	*	12	83					13	92
Halifax CC	1,784	*	*	*	*						
Haywood CC	1,675			10	80			29	76	*	*
Isothermal CC	1,895	*	*	*	*			*	*		
James Sprunt CC	1,360	*	*	*	*	*	*	*	*		
Johnston CC	3,084	31	100	15	87			*	*	56	98
Lenoir CC	2,847	22	77	15	33	*	*	20	100		
Martin CC	1,074	12	100	*	*						
Mayland CC	1,488	*	*	*	*			*	*	*	*
McDowell TCC	1,339	10	90	12	67	*	*	14	93	*	*
Mitchell CC	1,986										
Montgomery CC	726										
Nash CC	2,470	*	*	*	*			*	*		
Pamlico CC	518										
Piedmont CC	1,922	*	*	*	*						
Pitt CC	4,854										
Randolph CC	2,108										
Richmond CC	1,957										
Roanoke-Chowan CC	930	*	*	*	*						
Robeson CC	3,228	19	90	23	83			*	*		
Rockingham CC	1,991	13	100	*	*						
Rowan-Cabarrus CC	4,082	*	*	24	67	*	*	13	69		
Sampson CC	1,599	10	80								
Sandhills CC	3,480	*	*	*	*	*	*	*	*		
South Piedmont	1,902										
Southeastern CC	2,292	23	74	11	46			*	*	*	*
Southwestern CC	2,012			*	*			12	83		
Stanly CC	1,750	*	*	16	94	*	*	12	100	*	*
Surry CC	3,380			25	88			*	*		
Tri-County CC	1,249	*	*	11	100	*	*	*	*		
Vance-Granville CC	4,090	29	72	17	59	*	*	*	*		
Wake TCC	9,150										
Wayne CC	3,323										
Western Piedmont CC	2,694										
Wilkes CC	2,712										
Wilson TCC	1,855										
System Totals	176,743	486	90	436	78	20	72	259	85	209	91

*Number too small to report without violating students' privacy

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001-2002
DENTAL HYGIENE--PHYSICAL THERAPIST ASSISTANT
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	DENTAL HYGIENE		PHY. THERAPIST ASST.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,172				
Asheville-Buncombe TCC	4,995	15	100		
Beaufort County CC	1,817				
Bladen CC	1,253				
Blue Ridge CC	2,123				
Brunswick CC	1,182				
Caldwell CC & TI	3,410			13	69
Cape Fear CC	5,756	10	90		
Carteret CC	1,684				
Catawba Valley CC	3,726	15	93		
Central Carolina CC	4,807				
Central Piedmont CC	11,775	25	92	15	87
Cleveland CC	2,419				
Coastal Carolina CC	3,918	20	85		
College of The Albemarle	2,143				
Craven CC	2,243				
Davidson County CC	2,906				
Durham TCC	4,005				
Edgecombe CC	2,208				
Fayetteville TCC	9,004	22	95	14	86
Forsyth TCC	5,653				
Gaston College	4,093				
Guilford TCC	7,645	29	90	*	*
Halifax CC	1,784				
Haywood CC	1,675				
Isothermal CC	1,895				
James Sprunt CC	1,360				
Johnston CC	3,084				
Lenoir CC	2,847				
Martin CC	1,074			*	*
Mayland CC	1,488				
McDowell TCC	1,339				
Mitchell CC	1,986				
Montgomery CC	726				
Nash CC	2,470			*	*
Pamlico CC	518				
Piedmont CC	1,922				
Pitt CC	4,854				
Randolph CC	2,108				
Richmond CC	1,957				
Roanoke-Chowan CC	930				
Robeson CC	3,228				
Rockingham CC	1,991				
Rowan-Cabarrus CC	4,082				
Sampson CC	1,599				
Sandhills CC	3,480				
South Piedmont	1,902				
Southeastern CC	2,292				
Southwestern CC	2,012			10	50
Stanly CC	1,750				
Surry CC	3,380				
Tri-County CC	1,249				
Vance-Granville CC	4,090				
Wake TCC	9,150				
Wayne CC	3,323	20	85		
Western Piedmont CC	2,694				
Wilkes CC	2,712				
Wilson TCC	1,855				
System Totals	176,743	157	91	75	79

*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002
--EMERGENCY MEDICAL TECHNICIAN (EMT)--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	EMT		EMT-D		EMT-I		EMT-P		EMD	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,172	58	66	13	100	*	*	15	80		
Asheville-Buncombe TCC	4,995	44	98	23	100	20	95	*	*		
Beaufort County CC	1,817	25	84	22	100	11	64				
Bladen CC	1,253	*	*	*	*	*	*				
Blue Ridge CC	2,123	33	79	*	*	12	67	*	*		
Brunswick CC	1,182	33	79			14	43	*	*		
Caldwell CC & TI	3,410	62	66			18	78	*	*		
Cape Fear CC	5,756	83	89	*	*	15	80	*	*		
Carteret CC	1,684	13	85								
Catawba Valley CC	3,726	37	87	37	92	20	85	*	*		
Central Carolina CC	4,807	28	86			16	56	10	90	*	*
Central Piedmont CC	11,775	107	93	122	98						
Cleveland CC	2,419	29	69			*	*				
Coastal Carolina CC	3,918	56	84			30	80	21	95		
College of The Albemarle	2,143	35	71	16	88	24	58				
Craven CC	2,243	24	83	*	*	*	*	*	*		
Davidson County CC	2,906	*	*	15	100	*	*	*	*		
Durham TCC	4,005	142	93								
Edgecombe CC	2,208	*	*					*	*		
Fayetteville TCC	9,004	86	97	70	91	26	81	*	*		
Forsyth TCC	5,653	108	90	67	96	11	64	*	*		
Gaston College	4,093	91	89			*	*	*	*		
Guilford TCC	7,645	94	92	37	95	*	*	*	*		
Halifax CC	1,784	10	90			*	*				
Haywood CC	1,675	*	*								
Isothermal CC	1,895	13	77	12	100	14	43				
James Sprunt CC	1,360	12	83			*	*	10	60		
Johnston CC	3,084	57	70	*	*	25	76	10	100		
Lenoir CC	2,847	40	75			*	*	13	100		
Martin CC	1,074	24	63	18	94						
Mayland CC	1,488	33	67			23	65			*	*
McDowell TCC	1,339	*	*					15	100		
Mitchell CC	1,986	49	86	*	*	19	63				
Montgomery CC	726	*	*			*	*	*	*		
Nash CC	2,470	24	83			*	*	*	*		
Pamlico CC	518			*	*	*	*				
Piedmont CC	1,922	11	91			*	*	*	*		
Pitt CC	4,854	21	86			16	69				
Randolph CC	2,108	46	87	10	100	11	64				
Richmond CC	1,957										
Roanoke-Chowan CC	930	19	58	26	81						
Robeson CC	3,228	24	92	37	92	11	100	*	*		
Rockingham CC	1,991	31	71			15	47	*	*		
Rowan-Cabarrus CC	4,082	68	68	12	100	22	64	19	95		
Sampson CC	1,599	37	81	8	*	15	93	14	86	*	*
Sandhills CC	3,480	32	81			*	*	*	*		
South Piedmont	1,902	*	*					*	*		
Southeastern CC	2,292	12	100	27	100	17	71				
Southwestern CC	2,012	30	80			23	78	*	*		
Stanly CC	1,750	*	*	*	*	*	*				
Surry CC	3,380	53	66			21	48	24	96		
Tri-County CC	1,249	51	80			*	*	18	100		
Vance-Granville CC	4,090	36	89			*	*	14	100		
Wake TCC	9,150	102	97	18	100	47	68	21	100		
Wayne CC	3,323	38	66	*	*	*	*	*	*		
Western Piedmont CC	2,694			*	*	*	*			28	96
Wilkes CC	2,712	16	88			12	50	*	*		
Wilson TCC	1,855	34	71			*	*	*	*		
System Totals	176,743	2,158	83	638	95	629	69	319	91	42	95

*Number too small to report without violating students' privacy.

Insurance licensing/certification examination data are not available for 2002.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2002
--NURSING--
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	PRACTICAL NURSING		REGISTERED NURSING	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,172	20	100	31	81
Asheville-Buncombe TCC	4,995	40	98	57	95
Beaufort County CC	1,817	10	90	25	96
Bladen CC	1,253	23	91		
Blue Ridge CC	2,123			21	71
Brunswick CC	1,182	21	76		
Caldwell CC & TI	3,410	26	96	27	81
Cape Fear CC	5,756	16	100	39	95
Carteret CC	1,684	12	92		
Catawba Valley CC	3,726			41	93
Central Carolina CC	4,807	21	95	14	93
Central Piedmont CC	11,775			29	93
Cleveland CC	2,419	*	*		
Coastal Carolina CC	3,918	16	94	23	96
College of The Albemarle	2,143	17	82	22	91
Craven CC	2,243	*	*	26	92
Davidson County CC	2,906	15	100	33	94
Durham TCC	4,005	34	85	24	92
Edgecombe CC	2,208				
Fayetteville TCC	9,004	19	95	54	93
Forsyth TCC	5,653	30	100	48	92
Gaston College	4,093	22	100	37	100
Guilford TCC	7,645	*	*	55	85
Halifax CC	1,784				
Haywood CC	1,675	*	*	11	91
Isothermal CC	1,895	22	86		
James Sprunt CC	1,360	15	73	33	78
Johnston CC	3,084	17	94	19	100
Lenoir CC	2,847	*	*	14	93
Martin CC	1,074				
Mayland CC	1,488			20	85
McDowell TCC	1,339	21	95		
Mitchell CC	1,986			31	97
Montgomery CC	726	20	75		
Nash CC	2,470				
Pamlico CC	518				
Piedmont CC	1,922			13	92
Pitt CC	4,854	23	100	31	77
Randolph CC	2,108			22	91
Richmond CC	1,957			47	91
Roanoke-Chowan CC	930	19	100	16	81
Robeson CC	3,228	*	*	20	90
Rockingham CC	1,991	10	90	14	100
Rowan-Cabarrus CC	4,082	19	84	43	88
Sampson CC	1,599	26	92	24	83
Sandhills CC	3,480	18	89	34	85
South Piedmont	1,902	11	100		
Southeastern CC	2,292	17	100	23	96
Southwestern CC	2,012	*	*	14	86
Stanly CC	1,750	16	100	33	88
Surry CC	3,380	17	100	44	98
Tri-County CC	1,249			12	92
Vance-Granville CC	4,090	16	94	18	94
Wake TCC	9,150			49	100
Wayne CC	3,323	12	100	29	93
Western Piedmont CC	2,694			34	82
Wilkes CC	2,712			28	86
Wilson TCC	1,855				
Foothills Nursing Consortium				37	89
NEWH Nursing Consortium		33	100	59	90
Region A Nursing Consortium**		*	*	37	89
System Totals	176,743	711	94	1,379	90

*Number too small to report without violating students' privacy.

**Region A Nursing Consortium includes Haywood CC, Southwestern CC, and Tri-County CC.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001-2002
OPTICIANRY--VETERINARY MEDICAL TECHNOLOGY
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	OPTICIANRY		VET. MED. TECH.	
		# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,172				
Asheville-Buncombe TCC	4,995				
Beaufort County CC	1,817				
Bladen CC	1,253				
Blue Ridge CC	2,123				
Brunswick CC	1,182				
Caldwell CC & TI	3,410				
Cape Fear CC	5,756				
Carteret CC	1,684				
Catawba Valley CC	3,726				
Central Carolina CC	4,807			37	97
Central Piedmont CC	11,775				
Cleveland CC	2,419				
Coastal Carolina CC	3,918				
College of The Albemarle	2,143				
Craven CC	2,243				
Davidson County CC	2,906				
Durham TCC	4,005	*	*		
Edgecombe CC	2,208				
Fayetteville TCC	9,004				
Forsyth TCC	5,653				
Gaston College	4,093			28	89
Guilford TCC	7,645				
Halifax CC	1,784				
Haywood CC	1,675				
Isothermal CC	1,895				
James Sprunt CC	1,360				
Johnston CC	3,084				
Lenoir CC	2,847				
Martin CC	1,074				
Mayland CC	1,488				
McDowell TCC	1,339				
Mitchell CC	1,986				
Montgomery CC	726				
Nash CC	2,470				
Pamlico CC	518				
Piedmont CC	1,922				
Pitt CC	4,854				
Randolph CC	2,108				
Richmond CC	1,957				
Roanoke-Chowan CC	930				
Robeson CC	3,228				
Rockingham CC	1,991				
Rowan-Cabarrus CC	4,082				
Sampson CC	1,599				
Sandhills CC	3,480				
South Piedmont	1,902				
Southeastern CC	2,292				
Southwestern CC	2,012				
Stanly CC	1,750				
Surry CC	3,380				
Tri-County CC	1,249				
Vance-Granville CC	4,090				
Wake TCC	9,150				
Wayne CC	3,323				
Western Piedmont CC	2,694				
Wilkes CC	2,712				
Wilson TCC	1,855				
System Totals	176,743	*	*	65	94

*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001-2002
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--
RADIATION THERAPY TECHNOLOGY
FIRST-TIME TEST TAKERS

COLLEGE	TOTAL FTE	RADIOGRAPHY		NUC MED TECH		RAD THER TECH	
		# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
Alamance CC	3,172						
Asheville-Buncombe TCC	4,995	15	100				
Beaufort County CC	1,817						
Bladen CC	1,253						
Blue Ridge CC	2,123						
Brunswick CC	1,182						
Caldwell CC & TI	3,410	12	92	*	*		
Cape Fear CC	5,756	*	*				
Carteret CC	1,684	12	100				
Catawba Valley CC	3,726						
Central Carolina CC	4,807						
Central Piedmont CC	11,775						
Cleveland CC	2,419	16	100				
Coastal Carolina CC	3,918						
College of The Albemarle	2,143						
Craven CC	2,243						
Davidson County CC	2,906						
Durham TCC	4,005						
Edgecombe CC	2,208	12	83				
Fayetteville TCC	9,004	*	*				
Forsyth TCC	5,653	42	88	*	*	*	*
Gaston College	4,093						
Guilford TCC	7,645						
Halifax CC	1,784						
Haywood CC	1,675						
Isothermal CC	1,895						
James Sprunt CC	1,360						
Johnston CC	3,084	*	*				
Lenoir CC	2,847						
Martin CC	1,074						
Mayland CC	1,488						
McDowell TCC	1,339						
Mitchell CC	1,986						
Montgomery CC	726						
Nash CC	2,470						
Pamlico CC	518						
Piedmont CC	1,922						
Pitt CC	4,854	24	92	*	*	*	*
Randolph CC	2,108						
Richmond CC	1,957						
Roanoke-Chowan CC	930						
Robeson CC	3,228						
Rockingham CC	1,991						
Rowan-Cabarrus CC	4,082	12	100				
Sampson CC	1,599						
Sandhills CC	3,480	*	*				
South Piedmont	1,902						
Southeastern CC	2,292						
Southwestern CC	2,012	14	100				
Stanly CC	1,750						
Surry CC	3,380						
Tri-County CC	1,249						
Vance-Granville CC	4,090	14	86				
Wake TCC	9,150	16	100				
Wayne CC	3,323						
Western Piedmont CC	2,694						
Wilkes CC	2,712						
Wilson TCC	1,855						
System Totals	176,743	215	95	*	*	16	94

*Number too small to report without violating students' privacy.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 2001-2002
--REAL ESTATE--
FIRST-TIME TEST TAKERS

COLLEGE	FTE	SALES	
		# TESTED	% PASSED
Alamance CC	3,172	27	56
Asheville-Buncombe TCC	4,995	34	74
Beaufort County CC	1,817		
Bladen CC	1,253	*	*
Blue Ridge CC	2,123	*	*
Brunswick CC	1,182	54	57
Caldwell CC & TI	3,410	11	82
Cape Fear CC	5,756	*	*
Carteret CC	1,684	33	52
Catawba Valley CC	3,726	15	80
Central Carolina CC	4,807	25	44
Central Piedmont CC	11,775	196	79
Cleveland CC	2,419	*	*
Coastal Carolina CC	3,918		
College of The Albemarle	2,143	15	67
Craven CC	2,243	*	*
Davidson County CC	2,906	11	64
Durham TCC	4,005	29	55
Edgecombe CC	2,208		
Fayetteville TCC	9,004	*	*
Forsyth TCC	5,653	*	*
Gaston College	4,093	22	68
Guilford TCC	7,645	44	52
Halifax CC	1,784	*	*
Haywood CC	1,675		
Isothermal CC	1,895	*	*
James Sprunt CC	1,360	10	50
Johnston CC	3,084	24	50
Lenoir CC	2,847	*	*
Martin CC	1,074	*	*
Mayland CC	1,488	*	*
McDowell TCC	1,339	12	58
Mitchell CC	1,986	41	56
Montgomery CC	726	*	*
Nash CC	2,470	11	45
Pamlico CC	518		
Piedmont CC	1,922	*	*
Pitt CC	4,854	17	88
Randolph CC	2,108	15	40
Richmond CC	1,957		
Roanoke-Chowan CC	930		
Robeson CC	3,228	*	*
Rockingham CC	1,991		
Rowan-Cabarrus CC	4,082	37	86
Sampson CC	1,599	*	*
Sandhills CC	3,480	*	*
South Piedmont	1,902	11	64
Southeastern CC	2,292	*	*
Southwestern CC	2,012	25	52
Stanly CC	1,750	*	*
Surry CC	3,380	15	67
Tri-County CC	1,249	32	81
Vance-Granville CC	4,090	25	32
Wake TCC	9,150	47	70
Wayne CC	3,323	*	*
Western Piedmont CC	2,694		
Wilkes CC	2,712	24	58
Wilson TCC	1,855	*	*
System Totals	176,743	971	63

*Number too small to report without violating students' privacy

CORE INDICATORS OF SUCCESS MEASURE C: ***Goal Completion for Completers***

Description/Definition The proportion of graduates of certificate, diploma, and degree programs who report that their primary goal in attending has been met.

Methodology and Data Source The data are collected by survey, with each college using a standard set of questions. A response rate of 50 percent or a statistically significant sample size will be necessary for the data to be used for performance funding. A minimum of 15 respondents will be required to report the data at the institutional level.

Performance Standard The performance standard for percent of completers who achieve their goal is 95 percent. This measure is a required performance funding measure.

Results For 2001-2002, 57 community colleges met the performance standard. The system average was 99 percent.

PERCENT OF COMPLETERS WHO REPORT MEETING THEIR GOAL FOR ATTENDING A COMMUNITY COLLEGE, 2001-2002

COLLEGE	TOTAL FTE	NUMBER OF RESPONSES	PERCENT COMPLETED GOAL
Alamance CC	3,172	195	100
Asheville-Buncombe TCC	4,995	419	100
Beaufort County CC	1,817	118	99
Bladen CC	1,253	95	100
Blue Ridge CC	2,123	157	99
Brunswick CC	1,182	64	92
Caldwell CC & TI	3,410	197	98
Cape Fear CC	5,756	626	99
Carteret CC	1,684	124	100
Catawba Valley CC	3,726	479	100
Central Carolina CC	4,807	348	99
Central Piedmont CC	11,775	301	100
Cleveland CC	2,419	149	100
Coastal Carolina CC	3,918	540	99
College of The Albemarle	2,143	205	99
Craven CC	2,243	111	99
Davidson County CC	2,906	178	98
Durham TCC	4,005	204	99
Edgecombe CC	2,208	93	100
Fayetteville TCC	9,004	753	99
Forsyth TCC	5,653	436	100
Gaston College	4,093	432	100
Guilford TCC	7,645	488	100
Halifax CC	1,784	134	99
Haywood CC	1,675	162	100
Isothermal CC	1,895	153	98
James Sprunt CC	1,360	144	99
Johnston CC	3,084	148	100
Lenoir CC	2,847	211	99
Martin CC	1,074	54	98
Mayland CC	1,488	144	99
McDowell TCC	1,339	136	100
Mitchell CC	1,986	132	100
Montgomery CC	726	69	100
Nash CC	2,470	157	99
Pamlico CC	518	24	100
Piedmont CC	1,922	83	100
Pitt CC	4,854	223	99
Randolph CC	2,108	170	99
Richmond CC	1,957	223	100
Roanoke-Chowan CC	930	117	98
Robeson CC	3,228	173	99
Rockingham CC	1,991	195	99
Rowan-Cabarrus CC	4,082	183	97
Sampson CC	1,599	91	99
Sandhills CC	3,480	412	99
South Piedmont	1,902	22	100
Southeastern CC	2,292	225	100
Southwestern CC	2,012	145	99
Stanly CC	1,750	160	98
Surry CC	3,380	302	99
Tri-County CC	1,249	90	100
Vance-Granville CC	4,090	161	99
Wake TCC	9,150	424	98
Wayne CC	3,323	291	100
Western Piedmont CC	2,694	240	100
Wilkes CC	2,712	177	100
Wilson TCC	1,855	111	100
System Totals	176,743	12,598	99

CORE INDICATORS OF SUCCESS MEASURE D: ***Employment Status of Graduates***

Description/Definition The proportion of identified community college completers who are employed within one year of last attendance.

Methodology and Data Sources The North Carolina Common Follow-up System (CFS) tracks students' employment status after they leave the colleges. The Common Follow-up System (CFS) is a cooperative venture of participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The CFS is maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four-year public universities. Each agency's data are matched against the Unemployment Insurance (UI) files and the other participating agencies' files. A database containing information on employment, employer, quarterly wages, receipt of unemployment benefits, and participation in other agencies' programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

Once the CFS database is received, it is matched against the Curriculum Student Progress Information System (CSPIS) database and the following year curriculum student registration database. This matching is conducted to determine demographic characteristics of the participants, such as students' completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as "exit completers."

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year are considered unemployed. Individuals who are not found in the UI records are omitted from the analysis. This would include individuals who are working out-of-state, who are enrolled in a four-year college or university and not working, who never entered the labor market, etc.

Performance Standard The performance standard for employment status of graduates is adjusted for local unemployment rates. The standard is 95 percent of completers, adjusted for local unemployment rate, will be employed. The percentage will be adjusted for the average annual unemployment rate in the service area of each college in the following way:

compute the difference between the state's average annual unemployment rate and that of each college's service area and divide by 2. This amount will be deducted from (for colleges with unemployment rates **higher** than the state average) or added to (for colleges with unemployment rates **lower** than the state average) the 95 percent. This measure is a required performance funding measure.

Results Data on 17,184 graduates for the 2000-01 academic year were collected. The System average employment rate was 99.47 percent. All 58 community colleges met the adjusted standard for their school.

PERCENT OF 2000-01 GRADUATES EMPLOYED WITHIN ONE YEAR OF COMPLETION

COLLEGE	TOTAL FTE	*PERFORMANCE STANDARD ADJUSTED FOR LOCAL UNEMPLOYMENT**	NUMBER OF GRADUATES (minus inmates and missing students)	PERCENT OF 2000-01 GRADUATES EMPLOYED WITHIN ONE YEAR OF GRADUATING
Alamance CC	3,172	95.00%	340	99.70%
Asheville-Buncombe TCC	4,995	96.00%	410	99.76%
Beaufort County CC	1,817	93.00%	165	100.00%
Bladen CC	1,253	94.00%	76	100.00%
Blue Ridge CC	2,123	95.00%	160	98.75%
Brunswick CC	1,182	94.00%	128	100.00%
Caldwell CC & TI	3,410	96.00%	387	98.97%
Cape Fear CC	5,756	94.00%	691	99.57%
Carteret CC	1,684	95.00%	136	99.26%
Catawba Valley CC	3,726	96.00%	326	99.08%
Central Carolina CC	4,807	95.00%	569	99.12%
Central Piedmont CC	11,775	96.00%	679	99.26%
Cleveland CC	2,419	94.00%	207	100.00%
Coastal Carolina CC	3,918	95.00%	402	98.51%
College of The Albemarle	2,143	94.00%	207	98.55%
Craven CC	2,243	95.00%	299	99.33%
Davidson County CC	2,906	95.00%	380	99.21%
Durham TCC	4,005	96.00%	372	99.46%
Edgecombe CC	2,208	92.00%	129	100.00%
Fayetteville TCC	9,004	95.00%	643	99.22%
Forsyth TCC	5,653	96.00%	607	99.84%
Gaston College	4,093	95.00%	493	99.59%
Guilford TCC	7,645	95.00%	616	100.00%
Halifax CC	1,784	93.00%	124	99.19%
Haywood CC	1,675	94.00%	188	98.94%
Isothermal CC	1,895	94.00%	249	99.60%
James Sprunt CC	1,360	93.00%	220	99.09%
Johnston CC	3,084	96.00%	609	99.18%
Lenoir CC	2,847	94.00%	250	100.00%
Martin CC	1,074	93.00%	101	100.00%
Mayland CC	1,488	94.00%	150	100.00%
McDowell TCC	1,339	95.00%	128	100.00%
Mitchell CC	1,986	95.00%	196	99.49%
Montgomery CC	726	95.00%	102	100.00%
Nash CC	2,470	94.00%	145	99.31%
Pamlico CC	518	95.00%	30	100.00%
Piedmont CC	1,922	95.00%	227	99.56%
Pitt CC	4,854	94.00%	459	99.35%
Randolph CC	2,108	95.00%	310	100.00%
Richmond CC	1,957	93.00%	192	98.96%
Roanoke-Chowan CC	930	94.00%	130	99.23%
Robeson CC	3,228	93.00%	272	98.90%
Rockingham CC	1,991	94.00%	164	99.39%
Rowan-Cabarrus CC	4,082	96.00%	384	99.74%
Sampson CC	1,599	94.00%	138	100.00%
Sandhills CC	3,480	95.00%	371	98.92%
South Piedmont	1,902	95.00%	193	98.96%
Southeastern CC	2,292	93.00%	189	100.00%
Southwestern CC	2,012	92.00%	218	99.08%
Stanly CC	1,750	95.00%	246	100.00%
Surry CC	3,380	95.00%	333	100.00%
Tri-County CC	1,249	93.00%	116	100.00%
Vance-Granville CC	4,090	94.00%	332	100.00%
Wake TCC	9,150	96.00%	948	99.47%
Wayne CC	3,323	95.00%	280	100.00%
Western Piedmont CC	2,694	95.00%	260	98.85%
Wilkes CC	2,712	94.00%	290	100.00%
Wilson TCC	1,855	93.00%	217	99.54%
		0.00%		
System Totals	176,743	95.00%	17,184	99.47%

*Colleges must meet or exceed this adjusted standard.

CORE INDICATORS OF SUCCESS MEASURE E: ***Performance of College Transfer Students***

Description/Definition College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

Methodology and Data Source Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least 10 students is required for reporting this measure.

The University of North Carolina General Administration analyzes performance data on students who transfer to a four-year public institution within two years of leaving a community college. No data are available from the private colleges and universities in North Carolina.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC-General Administration in calculating the data for transfers to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data.

Performance Standard Performance of community college transfer students will be equivalent to the performance of native UNC sophomores and juniors: 82. 9 percent of the community college transfer students identified in the two cohorts will have a GPA greater than or equal to 2.0 after two semesters at a UNC institution. This measure is a required performance funding measure.

Results Data reported are for students who left a community college in 1999-2000. The reason for this time lag in the data is that students are allowed up to two years to transfer to be included in the cohort and performance data is based on two semesters of attendance at a UNC institution once the students have transferred. Data on both associate degree recipients and the students who transferred to UNC institutions with 24 or more semester hours at community colleges were reported.

For students who completed an AA, AS or AFA degree in 1999-00 and transferred to a UNC institution within two years, 84 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. For those students who completed 24 or more semester hours in community colleges and transferred to a UNC institution, 79.6 percent had a GPA equal to or greater than 2.0 after two semesters at a public university. When the data for both groups are combined, 81.3 percent of the transfers had a GPA equal to or greater than 2.0 after two semesters at a UNC institution. Twenty-three (23) community colleges met the 82.9 percent performance standard, with 8 additional colleges showing significant improvement over last year's performance.

PERCENT OF 1999-00 COLLEGE TRANSFER STUDENTS WITH A GPA OF > = 2.0 AFTER TWO SEMESTERS AT A UNC INSTITUTION

COLLEGE	TOTAL FTE	24 OR MORE SEMESTER HOURS		ASSOCIATE DEGREE RECIPIENT		TOTAL	
		NUMBER	PERCENT>=2.0	NUMBER	PERCENT>=2.0	NUMBER	PERCENT >=2.0
Alamance CC	3,172	**	**	**	**	**	**
Asheville-Buncombe TCC	4,995	46	100.0%	15	86.7%	61	96.7%
Beaufort County CC	1,817	**	**	**	**	12	91.7%
Bladen CC	1,253	**	**	**	**	**	**
Blue Ridge CC	2,123	17	76.5%	**	**	26	84.6%
Brunswick CC	1,182	12	75.0%	**	**	20	80.0%
Caldwell CC & TI	3,410	60	80.0%	19	84.2%	79	81.0%
Cape Fear CC	5,756	148	78.4%	109	79.8%	257	79.0%
Carteret CC	1,684	**	**	**	**	10	80.0%
Catawba Valley CC	3,726	28	75.0%	**	**	36	77.8%
Central Carolina CC	4,807	23	78.3%	13	92.3%	36	83.4%
Central Piedmont CC	11,775	28	82.1%	74	78.4%	102	79.4%
Cleveland CC	2,419	**	**	**	**	14	78.6%
Coastal Carolina CC	3,918	45	84.4%	41	82.9%	86	83.7%
College of The Albemarle	2,143	15	86.7%	33	93.9%	48	91.7%
Craven CC	2,243	31	90.3%	30	93.3%	61	91.8%
Davidson County CC*	2,906	34	94.1%	16	93.8%	50	94.0%
Durham TCC	4,005	54	75.9%	27	85.2%	81	79.0%
Edgecombe CC*	2,208	**	85.7%	**	83.3%	13	84.6%
Fayetteville TCC	9,004	47	93.6%	25	88.0%	72	91.7%
Forsyth TCC	5,653	58	67.2%	18	77.8%	76	69.7%
Gaston College*	4,093	73	79.5%	35	74.3%	108	77.8%
Guilford TCC	7,645	20	80.0%	27	96.3%	47	89.4%
Halifax CC*	1,784	14	50.0%	**	100.0%	20	65.0%
Haywood CC	1,675	**	**	14	92.9%	19	89.5%
Isothermal CC	1,895	14	64.3%	14	92.9%	28	78.6%
James Sprunt CC	1,360	**	**	**	**	12	75.0%
Johnston CC	3,084	31	74.2%	13	92.3%	44	79.5%
Lenoir CC	2,847	39	82.1%	22	86.4%	61	83.7%
Martin CC	1,074	**	**	**	**	**	**
Mayland CC	1,488	**	**	**	**	**	**
McDowell TCC	1,339	**	**	**	**	**	**
Mitchell CC	1,986	14	78.6%	16	81.3%	30	80.0%
Montgomery CC	726	**	**	**	**	**	**
Nash CC*	2,470	28	89.3%	**	**	36	86.1%
Pamlico CC	518	**	**	**	**		
Piedmont CC	1,922	**	**	**	**	**	**
Pitt CC	4,854	58	67.2%	27	77.8%	85	70.6%
Randolph CC	2,108	11	90.9%	12	83.3%	23	86.9%
Richmond CC	1,957	**	**	**	**	14	71.5%
Roanoke-Chowan CC	930	**	**	**	**		
Robeson CC	3,228	12	83.3%	**	**	15	86.6%
Rockingham CC	1,991	20	75.0%	20	85.0%	40	80.0%
Rowan-Cabarrus CC	4,082	20	90.0%	15	86.7%	35	88.6%
Sampson CC	1,599	**	**	**	**	16	81.3%
Sandhills CC*	3,480	66	74.2%	24	66.7%	90	72.2%
South Piedmont	1,902	**	**	**	**	**	**
Southeastern CC	2,292	19	63.2%	17	94.1%	36	77.8%
Southwestern CC	2,012	21	76.2%	13	76.9%	34	76.5%
Stanly CC	1,750	**	**	**	**	13	69.2%
Surry CC*	3,380	56	82.1%	95	90.5%	151	87.4%
Tri-County CC	1,249	16	87.5%	**	**	24	91.7%
Vance-Granville CC	4,090	16	87.5%	13	92.3%	29	89.7%
Wake TCC	9,150	188	85.1%	47	87.2%	235	85.5%
Wayne CC*	3,323	108	77.8%	76	89.5%	184	82.6%
Western Piedmont CC	2,694	29	72.4%	18	77.8%	47	74.5%
Wilkes CC	2,712	21	81.0%	20	85.0%	41	83.0%
Wilson TCC	1,855	**	**	**	**	11	87.4%
System Totals	176,743	1,581	79.6%	1,016	84.0%	2,597	81.3%

*Includes data collected from private colleges and universities.

**Number too small to report without violating students'privacy.

CORE INDICATORS OF SUCCESS MEASURE F: ***Passing Rates of Students in Developmental Courses***

Description/Definition The percent of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.

Methodology and Data Source The North Carolina Community College System Office has developed a computer program to identify developmental courses, identify students who complete these courses, and calculate passing rates for each course. The number and percent of students completing these courses with a grade of "C" or better will be calculated. The software will be run at each college annually and the data submitted to the Planning and Research Section of the System Office.

Performance Standard Seventy percent (70%) of students who complete a developmental course will have a grade of "C" or better for that course.

Results Eighty-two percent (82%) of the students who completed a developmental course(s) had a grade of "C" or better. Fifty-five (55) colleges met the performance standard.

PASSING RATES OF STUDENTS IN DEVELOPMENTAL COURSES, 2001-2002

COLLEGE	TOTAL FTE	ENGLISH		MATH		READING		TOTAL	
		# Completed	% Passed	# Completed	% Passed	# Completed	% Passed	# Completed	% Passed
Alamance CC	3,172	480	92	804	83			1,284	86
Asheville-Buncombe TCC	4,995	403	95	1,038	89	284	97	1,725	92
Beaufort County CC	1,817	130	83	325	87	176	67	631	81
Bladen CC	1,253	249	88	315	85	83	93	647	87
Blue Ridge CC	2,123	279	86	643	82	111	84	1,033	83
Brunswick CC	1,182	229	56	436	64			665	61
Caldwell CC & TI	3,410	327	82	866	80	338	80	1,531	80
Cape Fear CC	5,756	989	91	1,589	87			2,578	89
Carteret CC	1,684	207	82	568	82	161	94	936	84
Catawba Valley CC	3,726	714	90	1,637	79	737	84	3,088	83
Central Carolina CC	4,807	334	65	717	90	363	40	1,414	71
Central Piedmont CC	11,775	2,150	89	2,788	81	1,219	89	6,157	85
Cleveland CC	2,419	266	82	711	90	244	94	1,221	89
Coastal Carolina CC	3,918	436	93	1,343	73	309	90	2,088	80
College of The Albemarle	2,143	225	98	738	92	138	99	1,101	94
Craven CC	2,243	400	81	930	79	150	85	1,480	80
Davidson County CC	2,906	269	89	777	77	251	84	1,297	81
Durham TCC	4,005	967	88	1,660	70	745	73	3,372	76
Edgecombe CC	2,208	638	85	831	68			1,469	75
Fayetteville TCC	9,004	1,107	83	3,364	77	345	78	4,816	78
Forsyth TCC	5,653	515	92	1,090	82	496	94	2,101	87
Gaston College	4,093	523	81	1,557	82	463	91	2,543	83
Guilford TCC	7,645	1,019	86	2,170	86	633	88	3,822	86
Halifax CC	1,784	333	79	619	75	73	75	1,025	76
Haywood CC	1,675	131	87	513	70	96	88	740	75
Isothermal CC	1,895	219	78	671	64	111	89	1,001	70
James Sprunt CC	1,360	238	86	381	79	205	93	824	85
Johnston CC	3,084	222	94	414	93	204	92	840	93
Lenoir CC	2,847	325	96	753	83	345	92	1,423	88
Martin CC	1,074	166	78	230	76	108	81	504	78
Mayland CC	1,488	76	86	239	71	104	70	439	73
McDowell TCC	1,339	165	98	451	92	119	99	735	94
Mitchell CC	1,986	459	72	761	82	362	77	1,582	78
Montgomery CC	726	97	87	202	65	53	93	352	75
Nash CC	2,470	532	85	895	65	240	88	1,667	75
Pamlico CC	518	38	76	110	79			148	78
Piedmont CC	1,922	268	89	341	84	130	94	739	88
Pitt CC	4,854	1,165	89	3,570	71			4,735	75
Randolph CC	2,108	144	90	492	83	48	92	684	85
Richmond CC	1,957	240	66	426	53	310	85	976	66
Roanoke-Chowan CC	930	267	76	528	83	216	88	1,011	82
Robeson CC	3,228	704	88	1,072	79	634	84	2,410	83
Rockingham CC	1,991	271	74	706	81	195	76	1,172	79
Rowan-Cabarrus CC	4,082	541	86	1,250	91	259	85	2,050	89
Sampson CC	1,599	316	94	633	81	319	89	1,268	86
Sandhills CC	3,480	898	89	1,076	78	417	94	2,391	85
South Piedmont	1,902	284	83	379	74	78	76	741	78
Southeastern CC	2,292	314	65	701	78	393	81	1,410	76
Southwestern CC	2,012	207	70	416	80	128	82	751	78
Stanly CC	1,750	213	95	255	90			468	92
Surry CC	3,380	293	83	857	85	258	87	1,408	85
Tri-County CC	1,249	166	96	382	93	18	100	566	95
Vance-Granville CC	4,090	763	69	1,180	63	447	70	2,390	66
Wake TCC	9,150	1,039	83	1,969	87	638	95	3,646	87
Wayne CC	3,323	491	92	1,173	88	394	95	2,058	90
Western Piedmont CC	2,694	449	99	699	87	6	100	1,154	92
Wilkes CC	2,712	426	87	680	77	185	83	1,291	81
Wilson TCC	1,855	372	90	531	78	290	90	1,193	85
System Totals	176,743	25,688	86	52,472	80	14,631	85	92,791	82

CORE INDICATORS OF SUCCESS MEASURE G: ***Success Rate of Developmental Students in Subsequent College-Level Courses***

Description/Definition The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first humanities course after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and Data Source A computer program was developed by the Information Services Section of the North Carolina Community College System Office that will provide grade information on students who successfully completed developmental courses and (1) entered college-level courses and (2) on students who are enrolled in college-level courses without having been required to take developmental courses. The performance of these groups was statistically analyzed to determine if students who have taken developmental courses are performing as well as students not requiring developmental courses.

Performance Standard The performance standard for this measure is that there will be no statistically significant difference in the performance of developmental students as compared to non-developmental students.

Results Eighty-six percent (86%) of the students who completed a developmental course(s) had a grade of "C" or better in subsequent college-level courses and 86 percent of the non-developmental students performed at the same level. A statistical analysis revealed that 53 colleges met the standard: no significant difference between the developmental students and non-developmental students in the performance of subsequent college-level courses.

PERFORMANCE OF DEVELOPMENTAL STUDENTS IN SUBSEQUENT COLLEGE-LEVEL COURSES, 2001-2002

COLLEGE	TOTAL FTE	DEVELOPMENTAL		NON-DEVELOPMENTAL	
		# TOOK	% PASSED	# TOOK	% PASSED
Alamance CC	3,172	226	90%	960	93%
Asheville-Buncombe TCC	4,995	320	87%	1,382	81%
Beaufort County CC	1,817	100	94%	517	91%
Bladen CC	1,253	34	79%	460	87%
Blue Ridge CC	2,123	206	91%	403	89%
Brunswick CC	1,182	109	87%	288	81%
Caldwell CC & TI	3,410	271	89%	699	86%
Cape Fear CC	5,756	601	86%	1,989	79%
Carteret CC	1,684	170	97%	523	90%
Catawba Valley CC	3,726	640	85%	426	89%
Central Carolina CC	4,807	159	96%	1,008	97%
Central Piedmont CC•	11,775	1,403	77%	5,129	81%
Cleveland CC	2,419	165	92%	961	89%
Coastal Carolina CC	3,918	398	95%	1,372	95%
College of The Albemarle	2,143	202	94%	662	95%
Craven CC	2,243	256	91%	730	95%
Davidson County CC	2,906	250	87%	878	93%
Durham TCC	4,005	342	87%	936	81%
Edgecombe CC•	2,208	320	82%	379	91%
Fayetteville TCC	9,004	539	83%	2,873	81%
Forsyth TCC•	5,653	402	84%	1,872	90%
Gaston College	4,093	424	89%	1,595	89%
Guilford TCC•	7,645	1,073	73%	5,354	79%
Halifax CC	1,784	201	91%	429	93%
Haywood CC	1,675	179	94%	472	88%
Isothermal CC	1,895	224	89%	443	89%
James Sprunt CC	1,360	109	93%	630	96%
Johnston CC	3,084	198	83%	1,083	82%
Lenoir CC	2,847	226	93%	696	96%
Martin CC	1,074	64	86%	195	76%
Mayland CC	1,488	428	86%	38	66%
McDowell TCC	1,339	60	95%	329	97%
Mitchell CC	1,986	259	82%	641	83%
Montgomery CC	726	28	89%	199	82%
Nash CC	2,470	339	82%	444	84%
Pamlico CC	518	38	87%	115	81%
Piedmont CC	1,922	89	87%	366	87%
Pitt CC	4,854	679	84%	919	83%
Randolph CC	2,108	160	89%	825	90%
Richmond CC	1,957	161	89%	425	91%
Roanoke-Chowan CC	930	155	81%	240	88%
Robeson CC	3,228	424	83%	549	84%
Rockingham CC	1,991	191	85%	421	90%
Rowan-Cabarrus CC	4,082	411	91%	1,513	91%
Sampson CC	1,599	186	97%	281	98%
Sandhills CC	3,480	313	85%	933	86%
South Piedmont	1,902	118	75%	475	82%
Southeastern CC	2,292	264	88%	398	85%
Southwestern CC	2,012	218	81%	627	83%
Stanly CC	1,750	157	94%	622	98%
Surry CC	3,380	366	96%	1,218	96%
Tri-County CC	1,249	101	96%	380	90%
Vance-Granville CC•	4,090	152	76%	850	84%
Wake TCC	9,150	519	82%	2,877	85%
Wayne CC	3,323	395	92%	897	95%
Western Piedmont CC	2,694	296	99%	641	99%
Wilkes CC	2,712	200	94%	800	88%
Wilson TCC	1,855	173	86%	368	87%
System Totals	176,743	16,691	86%	53,735	86%

• Indicates the college did not meet the standard.

CORE INDICATORS OF SUCCESS MEASURE H: ***Satisfaction of Program Completers and Non-Completers***

Description/Definition This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

Methodology and Data Source The data are collected by survey, with each college using a standard set of questions. A minimum of 15 respondents (total) will be required to report the data at the institutional level. If the data are being used as the college's optional sixth performance funding measure, then an overall response rate of 50 percent or a statistically valid sample size is necessary.

Performance Standard Ninety percent (90%) of the combined respondents will report to be satisfied with the quality of the college's programs and services.

Results Ninety-six percent (96%) of program non-completers responded that they were satisfied with the academic programs of community colleges, while 98 percent of program completers responded that they were satisfied. The total percentage of satisfied (completers and non-completers combined) was 97 percent. All 58 community colleges met the performance standard.

SATISFACTION OF PROGRAM COMPLETERS AND NON-COMPLETERS, 2001-2002

COLLEGE	TOTAL FTE	NON-COMPLETERS		COMPLETERS		TOTAL	
		NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED	NUMBER	PERCENT SATISFIED
Alamance CC	3,172	217	99	193	99	410	99
Asheville-Buncombe TCC	4,995	97	96	429	98	526	98
Beaufort County CC	1,817	77	99	114	99	191	99
Bladen CC	1,253	108	95	100	95	208	95
Blue Ridge CC	2,123	62	97	154	98	216	98
Brunswick CC	1,182	10	78	33	94	43	90
Caldwell CC & TI	3,410	97	96	199	99	296	98
Cape Fear CC	5,756	145	97	612	98	757	98
Carteret CC	1,684	83	90	126	99	209	95
Catawba Valley CC	3,726	23	87	495	99	518	98
Central Carolina CC	4,807	121	99	352	99	473	99
Central Piedmont CC	11,775	273	98	309	97	582	97
Cleveland CC	2,419	102	100	149	97	251	98
Coastal Carolina CC	3,918	387	96	540	95	927	95
College of The Albemarle	2,143	49	91	199	96	248	95
Craven CC	2,243	119	93	110	00	229	96
Davidson County CC	2,906	44	95	178	96	222	96
Durham TCC	4,005	29	92	198	98	227	97
Edgecombe CC	2,208			93	94	93	94
Fayetteville TCC	9,004	38	100	750	98	788	98
Forsyth TCC	5,653	44	86	403	96	447	95
Gaston College	4,093	82	96	435	98	517	98
Guilford TCC	7,645	256	95	493	97	749	96
Halifax CC	1,784	88	91	141	96	229	94
Haywood CC	1,675	83	93	162	99	245	97
Isothermal CC	1,895	118	97	162	99	280	98
James Sprunt CC	1,360	33	100	144	99	177	99
Johnston CC	3,084	34	94	145	99	179	98
Lenoir CC	2,847	126	96	226	95	352	95
Martin CC	1,074	87	89	30	100	117	92
Mayland CC	1,488	56	100	141	99	197	99
McDowell TCC	1,339	43	98	135	91	178	93
Mitchell CC	1,986	119	97	133	95	252	96
Montgomery CC	726	73	97	69	100	142	98
Nash CC	2,470	305	100	157	99	462	100
Pamlico CC	518	28	100	24	96	52	98
Piedmont CC	1,922	41	98	82	98	123	98
Pitt CC	4,854	225	97	247	97	472	97
Randolph CC	2,108	182	96	170	98	352	97
Richmond CC	1,957	36	97	223	97	259	97
Roanoke-Chowan CC	930	13	92	114	91	127	91
Robeson CC	3,228	53	84	164	96	217	93
Rockingham CC	1,991	44	93	195	99	239	98
Rowan-Cabarrus CC	4,082	188	95	182	95	370	95
Sampson CC	1,599	135	99	85	100	220	99
Sandhills CC	3,480	75	93	404	99	479	98
South Piedmont	1,982	29	93	22	100	51	96
Southeastern CC	2,292	20	95	226	99	246	99
Southwestern CC	2,012	52	96	145	99	197	98
Stanly CC	1,750	50	92	160	99	210	97
Surry CC	3,380	215	96	303	99	518	98
Tri-County CC	1,249	27	92	95	99	122	97
Vance-Granville CC	4,090	120	90	164	98	284	95
Wake TCC	9,150	353	95	435	98	788	97
Wayne CC	3,323	227	99	289	100	516	100
Western Piedmont CC	2,694	53	100	256	99	309	99
Wilkes CC	2,712	83	98	172	99	255	99
Wilson TCC	1,855	93	95	112	99	205	97
System Totals	176,743	5,970	96	12,578	98	18,548	97

CORE INDICATORS OF SUCCESS MEASURE I: ***Curriculum Student Retention and Graduation***

Description/Definition This composite indicator consists of:

1. Number of individuals completing a curriculum program with a certificate, diploma, or degree; and
2. Number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs.

This composite indicator will consist of the above two measures, each reported separately for each college. The sum of the two will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success.

Methodology and Data Source Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). The cohort was tracked from fall to fall using software developed by the Information Services section of the North Carolina Community College System Office to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort, is the percentage reported.

Performance Standard The performance standard for this measure is 60 percent of the fall cohort will either have completed their program or still be enrolled the following fall at the community college.

Results Sixty-seven percent (67%) of the fall 2001 cohort had either graduated or completed by fall 2002. Forty-six (46) community colleges met the performance standard.

CURRICULUM STUDENT RETENTION AND GRADUATON, 2001-2002

COLLEGE	TOTAL FTE	TOTAL COHORT	PERCENT GRADUATE	PERCENT RETURN	PERCENT GRADUATE OR RETURN
Alamance CC	3,172	2,899	12%	49%	62%
Asheville-Buncombe TCC	4,995	3,482	15%	50%	65%
Beaufort County CC	1,817	1,118	14%	49%	63%
Bladen CC	1,253	706	15%	58%	73%
Blue Ridge CC	2,123	1,521	11%	50%	62%
Brunswick CC	1,182	859	18%	43%	61%
Caldwell CC & TI	3,410	n/a*			
Cape Fear CC	5,756	5,336	14%	57%	71%
Carteret CC	1,684	1,164	17%	51%	68%
Catawba Valley CC	3,726	n/a*			
Central Carolina CC	4,807	3,167	22%	43%	65%
Central Piedmont CC	11,775	8,817	9%	45%	55%
Cleveland CC	2,419	1,821	13%	44%	57%
Coastal Carolina CC	3,918	3,696	15%	47%	62%
College of The Albemarle	2,143	1,785	15%	48%	63%
Craven CC	2,243	2,183	11%	46%	56%
Davidson County CC	2,906	2,134	17%	51%	68%
Durham TCC	4,005	3,372	11%	54%	65%
Edgecombe CC	2,208	1,584	11%	47%	58%
Fayetteville TCC	9,004	5,620	16%	51%	67%
Forsyth TCC	5,653	5,280	14%	53%	67%
Gaston College	4,093	3,746	16%	47%	63%
Guilford TCC	7,645	6,769	11%	46%	58%
Halifax CC	1,784	1,312	11%	55%	66%
Haywood CC	1,675	1,320	17%	58%	75%
Isothermal CC	1,895	1,471	16%	55%	71%
James Sprunt CC	1,360	903	25%	51%	76%
Johnston CC	3,084	2,312	21%	50%	71%
Lenoir CC	2,847	1,800	15%	54%	69%
Martin CC	1,074	583	14%	49%	63%
Mayland CC	1,488	n/a*			
McDowell TCC	1,339	949	18%	54%	72%
Mitchell CC	1,986	1,767	12%	52%	64%
Montgomery CC	726	520	17%	52%	69%
Nash CC	2,470	1,777	9%	56%	65%
Pamlico CC	518	249	19%	45%	64%
Piedmont CC	1,922	1,217	14%	53%	67%
Pitt CC	4,854	n/a*			
Randolph CC	2,108	1,595	16%	53%	70%
Richmond CC	1,957	1,339	17%	56%	73%
Roanoke-Chowan CC	930	792	17%	48%	65%
Robeson CC	3,228	1,903	15%	54%	69%
Rockingham CC	1,991	1,799	17%	54%	71%
Rowan-Cabarrus CC	4,082	3,983	10%	47%	57%
Sampson CC	1,599	1,067	12%	57%	69%
Sandhills CC	3,480	2,636	15%	49%	64%
South Piedmont	1,902	n/a*			
Southeastern CC	2,292	1,438	18%	49%	68%
Southwestern CC	2,012	1,339	15%	48%	63%
Stanly CC	1,750	1,232	19%	49%	68%
Surry CC	3,380	2,662	16%	55%	71%
Tri-County CC	1,249	1,035	15%	51%	66%
Vance-Granville CC	4,090	2,711	10%	56%	66%
Wake TCC	9,150	9,477	11%	66%	77%
Wayne CC	3,323	n/a*			
Western Piedmont CC	2,694	1,896	17%	55%	72%
Wilkes CC	2,712	1,921	16%	56%	72%
Wilson TCC	1,855	1,379	14%	49%	63%
System Totals	176,743	123,443	15%	52%	67%

*n/a. Data not available due to CIS issue; table will be revised once data become available.

CORE INDICATORS OF SUCCESS MEASURE J: ***Employer Satisfaction With Graduates***

Description/Definition The percentage of a sample of businesses who employ individuals trained or educated by a community college indicating that they are satisfied with the quality of those employees as it relates to the community college training and education. This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college.

Methodology and Data Source A survey will be conducted each year to determine employer satisfaction. Employers will be divided into three categories based on the number of program graduates and Standard Industrial Classification (SIC) code. Each category of employers will be surveyed every three years on an alternating basis.

Performance Standard Eighty-five percent (85%) of employers surveyed will report satisfaction with the skills of employees trained or educated by community colleges.

Results During 2002-03, 4,270 employers of 2000-01 community college graduates were surveyed. A total of 1,579 surveys were completed and returned by employers, for a 37 percent response rate. Overall, 95 percent of those employers who returned a survey indicated that they were satisfied with the job preparation of community college graduates. All 58 colleges met the performance standard on this measure.

PERCENT OF EMPLOYERS SATISFIED WITH THE QUALITY OF PROGRAM COMPLETERS

(Performance Standard: Percent Satisfied = 85%)

COLLEGE	TOTAL FTE	NUMBER OF EMPLOYERS SERVED	RESPONSE RATE	PERCENT SATISFIED
Alamance CC	3,172	148	28%	93%
Asheville-Buncombe TCC	4,995	98	29%	96%
Beaufort County CC	1,817	49	49%	96%
Bladen CC	1,253	30	47%	93%
Blue Ridge CC	2,123	37	51%	100%
Brunswick CC	1,182	42	31%	92%
Caldwell CC & TI	3,410	113	26%	97%
Cape Fear CC	5,756	150	32%	98%
Carteret CC	1,684	45	51%	100%
Catawba Valley CC	3,726	92	41%	95%
Central Carolina CC	4,807	163	26%	98%
Central Piedmont CC	11,775	103	28%	97%
Cleveland CC	2,419	80	39%	97%
Coastal Carolina CC	3,918	114	45%	96%
College of The Albemarle	2,143	87	31%	96%
Craven CC	2,243	76	41%	97%
Davidson County CC	2,906	75	32%	96%
Durham TCC	4,005	76	37%	93%
Edgecombe CC	2,208	28	39%	91%
Fayetteville TCC	9,004	193	32%	97%
Forsyth TCC	5,653	131	28%	95%
Gaston College	4,093	99	28%	93%
Guilford TCC	7,645	127	38%	94%
Halifax CC	1,784	52	52%	93%
Haywood CC	1,675	35	57%	95%
Isothermal CC	1,895	45	38%	94%
James Sprunt CC	1,360	66	29%	95%
Johnston CC	3,084	217	43%	95%
Lenoir CC	2,847	59	39%	96%
Martin CC	1,074	27	44%	100%
Mayland CC	1,488	52	52%	96%
McDowell TCC	1,339	33	39%	92%
Mitchell CC	1,986	48	44%	95%
Montgomery CC	726	31	55%	94%
Nash CC	2,470	51	35%	94%
Pamlico CC	518	19	58%	100%
Piedmont CC	1,922	87	37%	97%
Pitt CC	4,854	91	43%	97%
Randolph CC	2,108	64	28%	94%
Richmond CC	1,957	53	32%	94%
Roanoke-Chowan CC	930	29	45%	92%
Robeson CC	3,228	76	38%	93%
Rockingham CC	1,991	32	47%	93%
Rowan-Cabarrus CC	4,082	75	36%	96%
Sampson CC	1,599	39	36%	100%
Sandhills CC	3,480	58	40%	96%
South Piedmont	1,902	42	43%	94%
Southeastern CC	2,292	54	35%	95%
Southwestern CC	2,012	41	49%	95%
Stanly CC	1,750	66	36%	96%
Surry CC	3,380	73	34%	92%
Tri-County CC	1,249	26	54%	100%
Vance-Granville CC	4,090	87	28%	96%
Wake TCC	9,150	175	27%	94%
Wayne CC	3,323	57	26%	93%
Western Piedmont CC	2,694	41	34%	100%
Wilkes CC	2,712	54	39%	95%
Wilson TCC	1,855	59	39%	91%
System Totals	176,743	4,270	37%	95%

CORE INDICATORS OF SUCCESS MEASURE K: ***Client Satisfaction With Customized Training***

Description/Definition The percentage of businesses/industries who have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college.

Methodology and Data Source A survey for businesses/industries receiving services from New and Expanding Industry Training and the Small Business Centers is administered by colleges to determine level of satisfaction with their customized training. The data are submitted annually to the System Office at the end of the fiscal year.

Performance Standard Ninety percent (90%) of businesses/industries surveyed will report satisfaction with the services provided by community colleges.

Results Total number of survey respondents was 31,847. Ninety-nine percent (99%) responded that they were satisfied with the customized training provided by community colleges. Fifty-eight (58) colleges met the performance standard.

CLIENT SATISFACTION WITH CUSTOMIZED TRAINING, 2001-2002
(Performance Standard: 90 percent)

COLLEGE	TOTAL FTE	NUMBER OF SURVEY RESPONDENTS	PERCENT SATISFIED
Alamance CC	3,172	181	99
Asheville-Buncombe TCC	4,995	706	99
Beaufort County CC	1,817	302	98
Bladen CC	1,253	235	100
Blue Ridge CC	2,123	427	99
Brunswick CC	1,182	126	100
Caldwell CC & TI	3,410	1,003	100
Cape Fear CC	5,756	187	100
Carteret CC	1,684	513	99
Catawba Valley CC	3,726	643	98
Central Carolina CC	4,807	561	99
Central Piedmont CC	11,775	873	99
Cleveland CC	2,419	547	99
Coastal Carolina CC	3,918	673	99
College of The Albemarle	2,143	1,388	99
Craven CC	2,243	100	95
Davidson County CC	2,906	451	100
Durham TCC	4,005	512	98
Edgecombe CC	2,208	1,063	99
Fayetteville TCC	9,004	669	99
Forsyth TCC	5,653	885	100
Gaston College	4,093	373	100
Guilford TCC	7,645	1,476	100
Halifax CC	1,784	787	99
Haywood CC	1,675	337	98
Isothermal CC	1,895	423	97
James Sprunt CC	1,360	730	100
Johnston CC	3,084	900	99
Lenoir CC	2,847	1,449	98
Martin CC	1,074	254	97
Mayland CC	1,488	151	98
McDowell TCC	1,339	448	100
Mitchell CC	1,986	302	98
Montgomery CC	726	204	100
Nash CC	2,470	439	99
Pamlico CC	518	206	100
Piedmont CC	1,922	504	100
Pitt CC	4,854	100	100
Randolph CC	2,108	693	99
Richmond CC	1,957	202	100
Roanoke-Chowan CC	930	362	100
Robeson CC	3,228	651	98
Rockingham CC	1,991	843	99
Rowan-Cabarrus CC	4,082	264	99
Sampson CC	1,599	457	99
Sandhills CC	3,480	594	99
South Piedmont	1,902	852	99
Southeastern CC	2,292	274	100
Southwestern CC	2,012	267	99
Stanly CC	1,750	223	98
Surry CC	3,380	697	100
Tri-County CC	1,249	98	100
Vance-Granville CC	4,090	410	100
Wake TCC	9,150	1,648	95
Wayne CC	3,323	871	98
Western Piedmont CC	2,694	345	99
Wilkes CC	2,712	255	99
Wilson TCC	1,855	713	99
System Totals	176,743	31,847	99

CORE INDICATORS OF SUCCESS MEASURE L: ***Program Unduplicated Headcount Enrollment***

Description/Definition A minimum three-year average annual unduplicated headcount enrollment in a curriculum program.

Methodology and Data Source Using the Curriculum Registration files submitted by each community college to the North Carolina Community College System Office, the System Office will calculate annual unduplicated headcount for each program for the most current three years for which data are available. An average annual headcount based on the three-year data will be calculated.

The data will be for all diploma/certificate-granting programs; special credit programs will not be included. If a program is offered at several award levels (for example, the associate degree and certificate level) or if a program offers more than one concentration area, the data will be compiled as though it were one program.

Performance Standard The performance standard for this measure is a three-year average annual headcount minimum of 10 students.

Results In the 2001-2002 academic year, 41 colleges met the performance standard of a minimum three-year average annual headcount of 10 students. Ten (10) colleges made a Significant Improvement, although they did not meet the standard.

NUMBER OF PROGRAMS WITH A THREE-YEAR AVERAGE ANNUAL ENROLLMENT OF LESS THAN 10, 1999-00, 2000-01, 2001-02

(Performance Standard: Average Annual Enrollment = 10 minimum)

COLLEGE	TOTAL FTE	NUMBER OF PROGRAMS
Alamance CC	3,172	0
Asheville-Buncombe TCC	4,995	0
Beaufort County CC	1,817	0
Bladen CC	1,253	1
Blue Ridge CC	2,123	1
Brunswick CC	1,182	0
Caldwell CC & TI	3,410	3
Cape Fear CC	5,756	0
Carteret CC	1,684	1
Catawba Valley CC	3,726	0
Central Carolina CC	4,807	0
Central Piedmont CC	11,775	0
Cleveland CC	2,419	0
Coastal Carolina CC	3,918	0
College of The Albemarle	2,143	0
Craven CC	2,243	0
Davidson County CC	2,906	0
Durham TCC	4,005	0
Edgecombe CC	2,208	1
Fayetteville TCC	9,004	2
Forsyth TCC	5,653	0
Gaston College	4,093	0
Guilford TCC	7,645	0
Halifax CC	1,784	0
Haywood CC	1,675	0
Isothermal CC	1,895	0
James Sprunt CC	1,360	1
Johnston CC	3,084	0
Lenoir CC	2,847	4
Martin CC	1,074	0
Mayland CC	1,488	0
McDowell TCC	1,339	0
Mitchell CC	1,986	1
Montgomery CC	726	0
Nash CC	2,470	0
Pamlico CC	518	0
Piedmont CC	1,922	2
Pitt CC	4,854	0
Randolph CC	2,108	0
Richmond CC	1,957	0
Roanoke-Chowan CC	930	1
Robeson CC	3,228	0
Rockingham CC	1,991	1
Rowan-Cabarrus CC	4,082	0
Sampson CC	1,599	0
Sandhills CC	3,480	1
South Piedmont	1,902	3
Southeastern CC	2,292	1
Southwestern CC	2,012	1
Stanly CC	1,750	2
Surry CC	3,380	0
Tri-County CC	1,249	0
Vance-Granville CC	4,090	0
Wake TCC	9,150	0
Wayne CC	3,323	0
Western Piedmont CC	2,694	0
Wilkes CC	2,712	0
Wilson TCC	1,855	0
System Totals	176,743	27

SUMMARY OF CORE INDICATORS OF SUCCESS

A summary of the System's performance on the measures and the number of colleges meeting each standard are presented on the next page.

SUMMARY REPORT ON PERFORMANCE MEASURES, 2001-2002
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

MEASURE	STANDARD	SYSTEM AVERAGE	# COLLEGES MEETING STANDARD	# COLLEGES MADE SIGNIFICANT IMPROVEMENT
Progress of Basic Skills Students	75%	78%	48	3
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	Aggregate = 80% Exams = 70%	86%	41 21 17	7
Goal Completion of Completers	95%	99%	57	
Employment of Graduates	95% (adjusted)	99.47%	58	
Performance of College Transfer Students	Equivalent to Native UNC Sophomores and Juniors (82.9%)	81.3%	23	8
Passing Rates in Developmental Courses	70%	82%	55	
Success Rate of Developmental Students in Subsequent College-Level Courses	No Statistically Significant Difference Between Developmental and Non-Developmental Students	Dev: 86% Nondev.: 86%	53	NA
Student Satisfaction of Completers and Non-Completers	90%	97%	58	
Curriculum Student Retention & Graduation	60%	67%	46	
Employer Satisfaction With Graduates	85%	95%	58	
Business/Industry Satisfaction With Services Provided	90%	99%	58	
Program Enrollment	Three-Year Average Annual Enrollment of Less Than 10	NA	41	10

* 41 colleges met the 80% standard; 21 colleges had no exam with a passing rate < 70%; 17 colleges met both standards.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2001-2002

(M = Met Standard, SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses	Student Satisfaction of Completers & NonComp	Curriculum Student Retention & Graduation	Employer Satisfaction	Business & Industry Satisfaction With Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Alamance CC	M		M	M		M	M	M[6th]	M	M	M	M	10	4
Asheville-Buncombe TCC	M	M	M	M	M	M[6th]	M	M	M	M	M	M	12	6[s]
Beaufort County CC	M		M	M	M	M	M	M	M	M	M[6th]	M	11	5[s]
Bladen CC	M	M	M	M		M	M	M[6th]	M	M	M	SI	11	5[s]
Blue Ridge CC	M		M	M	M	M	M	M[6th]	M	M	M	SI	11	5[s]
Brunswick CC	M			M	SI		M	M	M	M[6th]	M	M	9	4
Caldwell CC & TI	M		M	M		M	M	M[6th]	NA*	M	M		8	4
Cape Fear CC	M	M	M	M		M	M	M	M	M[6th]	M	M	11	5[s]
Carteret CC	M		M	M	SI	M	M	M	M	M[6th]	M	SI	11	5
Catawba Valley CC	M	M	M	M		M[6th]	M	M	NA*	M	M	M	10	5[s]
Central Carolina CC		SI	M	M	M	M	M	M	M	M[6th]	M	M	11	5
Central Piedmont CC	M	M	M	M		M		M		M	M[6th]	M	9	5[s]
Cleveland CC			M	M		M[6th]	M	M		M	M	M	8	3
Coastal Carolina CC	M	M	M	M	M	M	M	M[6th]	M	M	M	M	12	6[s]
College of The Albemarle	M		M	M	M	M	M	M	M	M[6th]	M	M	11	5[s]
Craven CC	M	M	M	M	M	M	M	M[6th]		M	M	M	11	6[s]
Davidson County CC	M	SI	M	M	M	M	M	M	M[6th]	M	M	M	12	6[s]
Durham TCC	M		M	M		M	M	M	M	M	M[6th]	M	10	4
Edgecombe CC	M	SI	M	M	M	M		M		M	M[6th]	SI	10	6[s]
Fayetteville TCC	M	M	M	M	M	M[6th]	M	M	M	M	M		11	6[s]
Forsyth TCC	M		M	M		M[6th]		M	M	M	M	M	9	4
Gaston College	SI		M	M	SI	M[6th]	M	M	M	M	M	M	11	5
Guilford TCC	M		M	M	M	M		M		M[6th]	M	M	9	5[s]
Halifax CC	M		M	M		M	M	M	M	M	M[6th]	M	10	4
Haywood CC	M	SI	M	M	M	M	M	M	M	M	M[6th]	M	12	6[s]
Isothermal CC	M		M	M		M	M	M[6th]	M	M	M	M	10	4
James Sprunt CC	M		M	M	SI	M	M	M	M	M	M[6th]	SI	11	5

[6th]: Selected sixth performance measure.

s: Superior performance funding.

NA*: Data not available due to CIS issue; table will be revised when data become available.

STATUS OF NORTH CAROLINA COMMUNITY COLLEGES MEETING PERFORMANCE STANDARDS, 2001-2002

(M = Met Standard, SI=Significant Improvement)

College	Progress of Basic Skills Students	Passing Rates on Licensure Certif. Exams	Goal Completion for Completers	Employment Rate of Graduates	Performance of College Transfer Students	Passing Rates in Develop. Courses	Success Rate of Develop. Students in College Level Courses	Student Satisfaction of Completers & NonComp	Curriculum Student Retention & Graduation	Employer Satisfaction	Business & Industry Satisfaction With Services Provided	Program Enrollment	Total Standards Met or Significant Improvement	Total Performance Funding Standards Met or Significant Improvement
Johnston CC	SI	SI	M	M	SI	M	M	M	M	M[6th]	M	M	12	6
Lenoir CC	M		M	M	M	M	M	M[6th]	M	M	M		10	5[s]
Martin CC	M	SI	M	M		M	M	M[6th]	M	M	M	M	11	5
Mayland CC	M		M	M		M	M	M[6th]	NA*	M	M	M	9	4
McDowell TCC	M		M	M		M	M	M[6th]	M	M	M	M	10	4
Mitchell CC	M		M	M		M	M	M	M	M	M[6th]	SI	10	4
Montgomery CC	SI		M	M		M	M	M[6th]	M	M	M	M	10	4
Nash CC	M		M	M	M	M	M[6th]	M	M	M	M	M	11	5[s]
Pamlico CC			M	M		M	M	M	M	M	M[6th]	M	9	3
Piedmont CC	M	M	M	M		M	M	M	M[6th]	M	M	SI	11	5[s]
Pitt CC	M		M	M		M	M	M	NA*	M[6th]	M	M	9	4
Randolph CC	M		M	M	M	M	M	M[6th]	M	M	M	M	11	5[s]
Richmond CC	M	M	M	M			M	M	M	M	M[6th]	M	10	5[s]
Roanoke-Chowan CC			M	M		M[6th]	M	M	M	M	M	SI	9	3
Robeson CC	M	M	M	M	M	M	M	M	M	M	M[6th]	M	12	6[s]
Rockingham CC			M	M		M[6th]	M	M	M	M	M		8	3
Rowan-Cabarrus CC			M	M	M	M	M	M		M[6th]	M	M	9	4
Sampson CC	M	M	M	M	SI	M	M	M[6th]	M	M	M	M	12	6[s]
Sandhills CC	M	M	M	M		M	M	M[6th]	M	M	M	SI	11	5[s]
South Piedmont	M		M	M		M	M	M[6th]	NA*	M	M		8	4
Southeastern CC	M		M	M		M	M	M	M	M[6th]	M		9	4
Southwestern CC	M		M	M	SI	M	M	M[6th]	M	M	M	SI	11	5
Stanly CC	M	M	M	M		M	M	M	M	M[6th]	M		10	5[s]
Surry CC	M		M	M	M	M	M	M[6th]	M	M	M	M	11	5[s]
Tri-County CC	M	M	M	M	M	M	M	M	M	M	M[6th]	M	12	6[s]
Vance-Granville CC	M		M	M	M			M	M	M	M[6th]	M	9	5[s]
Wake TCC			M	M	M	M	M	M	M	M[6th]	M	M	10	4
Wayne CC	M	M	M	M	SI	M	M	M[6th]	NA*	M	M	M	11	6[s]
Western Piedmont CC	M	M	M	M		M	M	M[6th]	M	M	M	M	11	5[s]
Wilkes CC	M		M	M	M	M	M	M	M	M	M[6th]	M	11	5[s]
Wilson TCC	M	SI	M	M	M	M	M	M	M	M[6th]	M	M	12	6[s]

[6th]: Selected sixth performance measure.

s: Superior performance funding.

NA*: Data not available due to CIS issue; table will be revised when data become available.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

STRATEGIC PLAN, 2001-2003

EVALUATION OF PROGRESS

The Critical Success Factors report is a set of measures for assessing the progress of the System in achieving objectives identified in the System's strategic plan. Factors two through five provide measures that monitor success of the System in meeting its target levels of success.

Most of the data presented in this section of the report are System-level data, and where appropriate, college-level data are presented for information. These data are to determine the degree to which the System has met its target levels.

The factors that comprise this section of the report are:

Factor II: Workforce Development

Factor III: Diverse Populations' Learning Needs

Factor IV: Resources

Factor V: Technology

CRITICAL SUCCESS FACTOR II: WORKFORCE DEVELOPMENT

Supporting North Carolina's economic development has been an important part of the mission of the Community College System since its beginning. The System is a major tool for providing the state's citizens with the education and skills they need to be productive in the workforce. The System's institutions have traditionally worked closely with the businesses in their areas to insure that the programs offered by the colleges prepare citizens to take the jobs that are available. They have also provided citizens with the skills to be self-employed.

North Carolina originated customized training programs for new industries that agreed to come into the state, and its approach has been copied widely. This program remains a strong part of the state's economic development arsenal, along with other categorically funded programs for existing industries and small businesses.

Along with these specialized programs, the System's ability to stay current with the job market protects the state from skill shortages and protects its citizens from finding their skills outdated by changing technology and market forces. Measures of the success of the System in staying on the cutting edge are difficult to determine, but important.

The State Board of Community Colleges has placed renewed emphasis on the role of North Carolina community colleges in workforce development. The 1999-2001 Strategic Plan established a new mission statement for the System and a new set of System goals have been adopted by the State Board of Community Colleges which emphasize education, training and retraining for the workforce, including basic skills/literacy, occupational and pre-baccalaureate programs.

The measures that have been identified for the success of the System in its economic development role are:

A. Percentage of High Demand Occupations Encompassed by Training Programs

B. Percentage of Employers Satisfied With NCCCS Training Programs

C. Percentage of College Tech Prep Students Enrolling in a Community College

D. Number of Employers and Trainees Served by New and Expanding Industry Training (NEIT), Focused Industrial Training (FIT), Small Business Centers, and Customized Training

WORKFORCE DEVELOPMENT MEASURE A: ***Percentage of High Demand Occupations Encompassed by Training Programs***

Description/Definition The percentage of occupations identified as high demand or emerging at the local, regional, and state levels for which the North Carolina Community College System provides training, either through occupational extension or curriculum programs.

Methodology and Data Source High demand occupations are identified through various sources. On the state level, data from the Employment Security Commission on projected demand for employees by occupational categories will be analyzed. On the local and regional level, a statewide survey of business and industry administered by the North Carolina Community College System Office will collect information on future needs. Once the high demand occupations have been identified, data on the number of training programs offered by community colleges and number of students enrolled will be analyzed.

Performance Target By 2001, training programs will be developed that address 90 percent of the occupations identified as high demand or emerging at the local, regional and state levels.

Results Efforts are being made to identify the high demand and emerging occupations in North Carolina, but no data are available at this point.

WORKFORCE DEVELOPMENT MEASURE B: ***Percentage of Employers Satisfied With NCCCS Training Programs***

Description/Definition The percentage of employers in North Carolina who indicate satisfaction with the training programs offered by the North Carolina Community College System. This measure focuses on training programs and services provided to businesses and industries.

Methodology and Data Source A statewide survey administered by the System Office will be conducted each year to determine business and industry satisfaction. Business and industry will be divided into three categories based on the Standard Industrial Classification (SIC) codes. Each category of business and industry will be surveyed every three years on an alternating basis.

Performance Target Ninety percent (90%) of the businesses and industries surveyed will indicate satisfaction with the training programs and services provided by North Carolina Community Colleges.

Results See the Core Indicators of Student Success Measure K: Client Satisfaction with Customized Training. As indicated in Factor 1, 99 percent of the survey respondents were satisfied with the training programs and services provided by North Carolina Community Colleges, and thus the performance target was achieved.

WORKFORCE DEVELOPMENT MEASURE C: ***Percentage of College Tech Prep Students Enrolling in a Community College***

Description/Definition The percentage of high school graduates who were in a College Tech Prep program in high school and enroll the following year in a community college. This measure is dependent on the ability of the high schools to identify graduates of a College Tech Prep course of study.

Methodology and Data Source The data on the number of high school graduates who complete the College Tech Prep requirements will be gathered from the North Carolina Department of Public Instruction. The number and percentage of those students who enroll in a community college the year following graduation will be determined from the curriculum registration files submitted by the colleges to the System Office.

Performance Target A performance target for this measure has not been established. As the data are accurately collected and analyzed, a target level will be determined.

Results In 2001-2002, 16.83 percent of the 2001 high school graduates who enrolled in a community college had successfully completed the requirement of the College Tech Prep course of study, which is a 0.43 percent increase. The ABCs of public education, as specified in the high school accountability model, require year-to-year comparison of percentages of students completing the college tech prep course of study.

NUMBER OF 2001 HIGH SCHOOL GRADUATES WHO SUCCESSFULLY COMPLETED TECH PREP AND ENROLLED IN A COMMUNITY COLLEGE IN 2001-2002

COLLEGE	TOTAL FTE	2001 HIGH SCHOOL GRADUATES ENROLLED	TECH PREPS ENROLLED	PERCENTAGE
Alamance CC	3,172	317	57	17.98%
Asheville-Buncombe TCC	4,995	410	77	18.78%
Beaufort County CC	1,817	122	16	13.11%
Bladen CC	1,253	81	19	23.46%
Blue Ridge CC	2,123	172	21	12.21%
Brunswick CC	1,182	105	13	12.38%
Caldwell CC & TI	3,410	299	0	0.00%
Cape Fear CC	5,756	340	16	4.71%
Carteret CC	1,684	162	37	22.84%
Catawba Valley CC	3,726	444	102	22.97%
Central Carolina CC	4,807	257	60	23.35%
Central Piedmont CC	11,775	1,173	129	11.00%
Cleveland CC	2,419	169	20	11.83%
Coastal Carolina CC	3,918	297	62	20.88%
College of the Albemarle	2,143	163	23	14.11%
Craven CC	2,243	163	12	7.36%
Davidson County CC	2,906	259	69	26.64%
Durham TCC	4,005	282	45	15.96%
Edgecombe CC	2,208	115	44	38.26%
Fayetteville TCC	9,004	565	52	9.20%
Forsyth TCC	5,653	516	77	14.92%
Gaston College	4,093	437	113	25.86%
Guilford TCC	7,645	723	93	12.86%
Halifax CC	1,784	147	27	18.37%
Haywood CC	1,675	120	24	20.00%
Isothermal CC	1,895	175	16	9.14%
James Sprunt CC	1,360	79	24	30.38%
Johnston CC	3,084	256	57	22.27%
Lenoir CC	2,847	217	78	35.94%
Martin CC	1,074	56	11	19.64%
Mayland CC	1,488	105	28	26.67%
McDowell TCC	1,339	100	15	15.00%
Mitchell CC	1,986	222	47	21.17%
Montgomery CC	726	49	12	24.49%
Nash CC	2,470	234	60	25.64%
Pamlico CC	518	19	3	15.79%
Piedmont CC	1,922	136	15	11.03%
Pitt CC	4,854	969	104	10.73%
Randolph CC	2,108	181	1	0.55%
Richmond CC	1,957	102	45	44.12%
Roanoke-Chowan CC	930	83	0	0.00%
Robeson CC	3,228	125	14	11.20%
Rockingham CC	1,991	242	61	25.21%
Rowan Cabarrus CC	4,082	504	80	15.87%
Sampson CC	1,599	131	51	38.93%
Sandhills CC	3,480	346	119	34.39%
South Piedmont CC	1,902	202	0	0.00%
Southeastern CC	2,292	98	18	18.37%
Southwestern CC	2,012	170	52	30.59%
Stanly CC	1,750	185	47	25.41%
Surry CC	3,380	459	113	24.62%
Tri-County CC	1,249	115	33	28.70%
Vance-Granville CC	4,090	285	79	27.72%
Wake TCC	9,150	652	1	0.15%
Wayne CC	3,323	402	90	22.39%
Western Piedmont CC	2,694	227	33	14.54%
Wilkes CC	2,712	340	60	17.65%
Wilson TCC	1,855	139	24	17.27%
System Totals	176,743	15,443	2,599	16.83%

WORKFORCE DEVELOPMENT MEASURE D: ***Number of Employers and Trainees Served by NEIT, FIT, Small Business Centers, and Customized Training***

Description/Definition The number of employers and individuals served by categorical programs created specifically to address employers needs. This measure is designed to provide information on specific activities of community colleges that promote the economic development of the state.

Methodology and Data Source Information on the number of trainees, projects, businesses, and individuals served through these categorical programs are collected annually by the Economic and Workforce Development Division of the North Carolina Community College System Office.

Performance Target These programs were designed to provide specialized services and were not intended to be "numbers driven." Fluctuations in numbers from year to year reflect various factors such as funding availability, scope of the projects funded, and local demand.

Results The number of industries in FIT increased 20 percent over last year's figure, and the referral in Small Business Clients slightly increased (about 2%). However, overall numbers served decreased in most measures, which might be influenced by the shortage of funding availability.

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
1997-98	22,985	201
1998-99	19,960	193
1999-00	20,256	197
2000-01	24,068	203
2001-02	14,771	155

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
1997-98	8,939	576
1998-99	14,256	666
1999-00	12,186	705
2000-01	13,404	630
2001-02	10,488	754

*Includes the apprenticeship program.

SMALL BUSINESS CLIENTS SERVED

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
1997-98	58	47,696	12,081	6,815	24,707
1998-99	58	47,256	4,310	10,092	19,599
1999-00	59	43,191	5,139	4,060	19,839
2000-01	59	47,507	5,462	7,130	16,228
2001-02	58	47,317	9,117	7,248	15,215

CRITICAL SUCCESS FACTOR III: DIVERSE POPULATIONS LEARNING NEEDS

At the core of the Community College System's mission is its open door policy. Community colleges, in the words of founding father Dallas Herring, "take people from where they are to where they want to be." The special mission of the community colleges is to serve those who did not have opportunities to learn or who missed out on those opportunities, and to serve people who have special problems to overcome. Thus, there is an emphasis on reaching out to the under-served: dropouts, handicapped, economically or educationally disadvantaged and other groups who are not traditionally included in higher education.

There are many issues facing community colleges today, but perhaps none strike at the core of our mission as hard as does the reality of limited resources in this time of economic uncertainty. How long can the "open door" remain open when personnel, services, and facilities are strained to their limits? As the demands on community colleges continue to rise without a corresponding increase in resources, the "open door" that is the path to opportunity for so many closes just a bit more.

The state needs to raise the productivity of its citizens, and these are times in which people have a harder time being self-sufficient and raising families unless they have an education. Providing access to education, a constitutional duty of the state, is increasingly important to individuals and society. A successful community college system will reach out to under-served groups.

The measures identified as indicators of the System's success in meeting the learning needs of diverse populations are:

A. Number and Percentage of Dropouts Annually Served by Basic Skills Programs

B. Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide

C. Percentage of Basic Skills Students and Recent High School Graduates Enrolling in a Community College

D. Unduplicated Headcount in English as a Second Language (ESL)

E. Number of Under-Represented Students Enrolled Per Category

F. Percentage of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance

G. Percentage of Population of Service Area Enrolled

DIVERSE POPULATIONS LEARNING NEEDS MEASURE A: ***Number and Percentage of Dropouts Annually Served by Basic Skills Programs***

Description/Definition The number and percentage of high school dropouts who enroll in a basic skills program at a community college. Basic skills programs include Adult Basic Education, Adult High School, General Educational Development (GED), Compensatory Education, and English as a Second Language.

Methodology and Data Source Data on last year of high school attendance and number of years of high school completed are gathered at the time a student registers for classes. The last year of high school attendance data is matched against initial enrollment year to determine the number of students who enroll in a community college basic skills program within one year of dropping out of high school.

Performance Target No performance target level has been established for this measure.

Results In 2001-2002, community colleges enrolled 13,172 high school dropouts who dropped out of school during 2001-02; which is a 1.2 percent increase in enrollment for the academic year 2001-02. This "safety net" feature continues to be an important role played by community colleges.

NUMBER OF RECENT HIGH SCHOOL DROPOUTS WHO ENROLLED IN A BASIC SKILLS PROGRAM

YEAR DROPPED OUT OF HIGH SCHOOL	YEAR ENROLLED IN A COMMUNITY COLLEGE	NUMBER ENROLLED
1/1/99-6/30/00	1999-00	11,456*
1/1/00-6/30/01	2000-01	13,018
1/1/01-6/30/02	2001-02	13,172

*Revised data based on new information.

NUMBER OF HIGH SCHOOL DROPOUTS WHO ENROLLED
IN A BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 2001-2002

COLLEGE	TOTAL FTE	NUMBER ENROLLED
Alamance CC	3,172	237
Asheville-Buncombe TCC	4,995	386
Beaufort County CC	1,817	103
Bladen CC	1,253	67
Blue Ridge CC	2,123	265
Brunswick CC	1,182	118
Caldwell CC & TI	3,410	247
Cape Fear CC	5,756	334
Carteret CC	1,684	127
Catawba Valley CC	3,726	191
Central Carolina CC	4,807	404
Central Piedmont CC	11,775	1,084
Cleveland CC	2,419	89
Coastal Carolina CC	3,918	737
College of The Albemarle	2,143	376
Craven CC	2,243	164
Davidson County CC	2,906	246
Durham TCC	4,005	220
Edgecombe CC	2,208	171
Fayetteville TCC	9,004	568
Forsyth TCC	5,653	543
Gaston College	4,093	283
Guilford TCC	7,645	71
Halifax CC	1,784	114
Haywood CC	1,675	87
Isothermal CC	1,895	153
James Sprunt CC	1,360	96
Johnston CC	3,084	173
Lenoir CC	2,847	209
Martin CC	1,074	108
Mayland CC	1,488	70
McDowell TCC	1,339	108
Mitchell CC	1,986	168
Montgomery CC	726	42
Nash CC	2,470	112
Pamlico CC	518	14
Piedmont CC	1,922	125
Pitt CC	4,854	306
Randolph CC	2,108	213
Richmond CC	1,957	299
Roanoke-Chowan CC	930	94
Robeson CC	3,228	277
Rockingham CC	1,991	100
Rowan-Cabarrus CC	4,082	465
Sampson CC	1,599	154
Sandhills CC	3,480	303
South Piedmont	1,902	245
Southeastern CC	2,292	135
Southwestern CC	2,012	344
Stanly CC	1,750	120
Surry CC	3,380	112
Tri-County CC	1,249	58
Vance-Granville CC	4,090	349
Wake TCC	9,150	19
Wayne CC	3,323	344
Western Piedmont CC	2,694	309
Wilkes CC	2,712	147
Wilson TCC	1,855	169
System Totals	176,743	13,172

DIVERSE POPULATIONS LEARNING NEEDS MEASURE B: ***Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide***

Description/Definition Number of GEDs and Adult High School Diplomas (AHSDs) awarded by community colleges annually compared to the number of public school dropouts. This measure serves as an indicator of the degree to which community colleges reduce the total pool of people in North Carolina with less than a high school education.

Methodology and Data Source Data on the number of GEDs and AHSDs awarded are gathered and reported annually by the North Carolina Community College System Office. Data on the number of dropouts is provided by the North Carolina Department of Public Instruction.

Performance Target By 2001, an increase by 10 percent the number of individuals enrolled in the GED and AHSD programs that complete the program has been set.

Results Number of GEDs and AHSDs awarded in 2001-02 is 19,080, which is a 1.2 percent decrease from the previous year.

NUMBER OF GEDs AND AHSDs AWARDED COMPARED TO THE NUMBER OF DROPOUTS STATEWIDE

YEAR	NEW DROPOUTS ADDED TO DROPOUT POOL	GED/AHS DIPLOMAS AWARDED	INCREASE IN DROPOUT POOL
1997-98	18,501	17,758	743
1998-99	24,356*	17,697	6,659
1999-00	23,597	17,455	6,142
2000-01	21,368	19,312	2,056
2001-02	21,046	19,080	1,966

* Increased number of dropouts reflects the public schools no longer coding students who dropout of high school and enter a community college as transfers. Beginning in 1998-99 these students were coded as dropouts.

NUMBER OF GEDs/AHSDs AWARDED, 2001-2002

COLLEGE	TOTAL FTE	AHS	GED
Alamance CC	3,172	36	409
Asheville-Buncombe TCC	4,995	11	630
Beaufort County CC	1,817	•	109
Bladen CC	1,253	25	71
Blue Ridge CC	2,123	13	516
Brunswick CC	1,182	26	122
Caldwell CC & TI	3,410	45	447
Cape Fear CC	5,756	127	276
Carteret CC	1,684	39	165
Catawba Valley CC	3,726	•	480
Central Carolina CC	4,807	184	448
Central Piedmont CC	11,775	283	604
Cleveland CC	2,419	62	65
Coastal Carolina CC	3,918	43	366
College of the Albemarle	2,143	65	350
Craven CC	2,243	25	185
Davidson County CC	2,906	65	228
Durham TCC	4,005	83	249
Edgecombe CC	2,208	7	243
Fayetteville TCC	9,004	75	242
Forsyth TCC	5,653	84	463
Gaston College	4,093	114	579
Guilford TCC	7,645	146	462
Halifax CC	1,784	•	119
Haywood CC	1,675	1	114
Isothermal CC	1,895	58	187
James Sprunt CC	1,360	15	96
Johnston CC	3,084	45	124
Lenoir CC	2,847	40	205
Martin CC	1,074	12	101
Mayland CC	1,488	•	301
McDowell TCC	1,339	•	227
Mitchell CC	1,986	•	304
Montgomery CC	726	2	47
Nash CC	2,470	35	220
Pamlico CC	518	•	53
Piedmont CC	1,922	•	186
Pitt CC	4,854	41	255
Randolph CC	2,108	35	303
Richmond CC	1,957	24	376
Roanoke-Chowan CC	930	•	218
Robeson CC	3,228	143	55
Rockingham CC	1,991	•	173
Rowan Cabarrus CC	4,082	31	521
Sampson CC	1,599	•	256
Sandhills CC	3,480	31	405
South Piedmont	1,902	78	240
Southeastern C	2,292	29	193
Southwestern CC	2,012	18	287
Stanly CC	1,750	75	102
Surry CC	3,380	•	292
Tri-County CC	1,249	•	154
Vance-Granville CC	4,090	99	637
Wake TCC	9,150	60	689
Wayne CC	3,323	112	294
Western Piedmont CC	2,694	46	553
Wilkes CC	2,712	85	256
Wilson TCC	1,855	50	105
State Office			
System Total	176,743	2,723	16,357

• College does not offer the AHS program.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE C: ***Percentage of Basic Skills Students and Recent High School Graduates Enrolling in a Community College***

Description/Definition Number and percentage of basic skills students and recent high school graduates who enroll in a community college. The measure is designed to determine the number and percentage that move directly from basic skills programs or high school into a community college curriculum or occupational extension program. The tracking of basic skills students into curriculum or occupational extension is important for determining the success of community colleges in encouraging students to get the necessary skills for today's marketplace.

Methodology and Data Source The number and percentage of recent high school graduates enrolling in a community college is reported annually by the Information Services Section of the North Carolina Community College System Office. The number and percentage of basic skills students enrolling in a curriculum or occupational extension course are determined by tracking basic skills students from one year to the next utilizing the registration files submitted by the colleges. This analysis is done by the Planning and Research Section in the North Carolina Community College System Office.

Performance Target By 2001, increase the percentage of each target group that enroll in a community college by 10 percent.

Results Number of basic skills students enrolling in curriculum or occupational extension courses decreased by 12.0 percent, from 14,229 in 2000-01 to 12,513 in 2001-02. The enrollment of the 2001-02 high school graduates in community colleges (19,265) represented a 19.5 percent increase from the previous year's enrollment. Thus the performance target of 10 percent increase in transition of high school graduates to occupational extension and curriculum programs was met.

TRANSITION OF BASIC SKILLS STUDENTS AND HIGH SCHOOL GRADUATES TO OCCUPATIONAL EXTENSION AND CURRICULUM PROGRAMS

	BASIC SKILLS STUDENTS		HIGH SCHOOL GRADUATES	
YEAR ENROLLED	NUMBER	PERCENT INCREASE	NUMBER	PERCENT INCREASE
1999-00	14,069	10.4%	16,898	0.5%
2000-01	14,229	1.1%	16,118	-4.6%
2001-02	12,513	- 12.0%	19,265	19.5%

DIVERSE POPULATIONS LEARNING NEEDS MEASURE D: ***Unduplicated Headcount in English as a Second Language***

Description/Definition The number of individuals enrolled in English as a Second Language (ESL) programs in North Carolina Community Colleges.

Methodology and Data Source Enrollment data on English as a Second Language are collected and reported annually by the North Carolina Community College System Office. The source of the data is the Literacy Education Information System (LEIS).

Performance Target By 2001, increase the enrollment in English as a Second Language programs by 10 percent.

Results The total number of students served by this program declined by 2 percent from 2000-01 to 2001-02.

UNDUPLICATED HEADCOUNT ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE (ESL) NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

YEAR	UNDUPLICATED ENROLLMENT	% INCREASE
1997-98	26,053	8.0
1998-99	30,469	27.7
1999-00	35,696	17.2
2000-01	40,378	13.1
2001-02	39,580	-2.0

ENROLLMENT IN ENGLISH AS A SECOND LANGUAGE, 2001-2002
(UNDUPLICATED)

COLLEGE	TOTAL FTE	ENGLISH AS A SECOND LANGUAGE						TOTAL
		BEGINNING LITERACY	BEGINNING	INTERMEDIATE LOW	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED HIGH	
Alamance CC	3,172	630	273	76	61	66	4	1,110
Asheville-Buncombe TCC	4,995	617	336	109	90	65	51	1,268
Beaufort County CC	1,817	165	163	73	21	32	6	460
Bladen CC	1,253	1	71	55	0	3	0	130
Blue Ridge CC	2,123	40	384	71	57	52	9	613
Brunswick CC	1,182	1	79	4	5	6	1	96
Caldwell CC & TI	3,410	66	191	82	36	34	5	414
Cape Fear CC	5,756	121	683	168	35	109	14	1,130
Carteret CC	1,684	45	74	20	7	2	4	152
Catawba Valley CC	3,726	210	655	365	149	206	33	1,618
Central Carolina CC	4,807	157	1,411	254	122	111	22	2,077
Central Piedmont CC	11,775	230	2,152	1,208	643	316	74	4,623
Cleveland CC	2,419	27	31	23	9	2	1	93
Coastal Carolina CC	3,918	90	86	31	25	25	18	275
College of The Albemarle	2,143	149	126	81	19	12	6	393
Craven CC	2,243	160	73	6	1	0	1	221
Davidson County CC	2,906	25	214	202	53	48	8	550
Durham TCC	4,005	169	816	279	196	329	22	1,811
Edgecombe CC	2,208	69	21	21	3	10	1	125
Fayetteville TCC	9,004	61	232	186	180	179	10	828
Forsyth TCC	5,653	757	732	490	180	376	52	2,587
Gaston College	4,093	294	159	86	49	27	7	622
Guilford TCC	7,645	680	736	541	303	253	76	2,587
Halifax CC	1,784	8	2	0	0	0	0	10
Haywood CC	1,675	15	72	33	5	6	0	131
Isothermal CC	1,895	101	120	47	30	36	9	343
James Sprunt CC	1,360	55	47	8	3	3	0	116
Johnston CC	3,084	2	373	13	6	11	0	405
Lenoir CC	2,847	240	124	47	20	17	2	450
Martin CC	1,074	15	25	17	6	7	0	70
Mayland CC	1,488	22	51	19	15	14	3	124
McDowell TCC	1,339	46	58	40	16	12	8	178
Mitchell CC	1,986	97	257	96	64	88	27	629
Montgomery CC	726	39	131	14	4	12	0	200
Nash CC	2,470	8	295	10	1	5	0	319
Pamlico CC	318	3	7	3	2	0	0	17
Piedmont CC	1,922	56	43	29	15	13	0	156
Pitt CC	4,854	103	155	38	33	26	0	355
Randolph CC	2,108	60	355	195	65	60	2	746
Richmond CC	1,957	39	111	66	30	31	6	277
Roanoke-Chowan CC	930	36	1	0	0	0	0	37
Robeson CC	3,228	52	16	13	1	9	1	92
Rockingham CC	1,991	19	104	29	15	10	1	178
Rowan-Cabarrus CC	4,082	282	630	357	150	64	5	1,488
Sampson CC	1,599	77	122	48	20	14	0	281
Sandhills CC	3,480	37	156	92	54	31	2	372
Southeastern CC	1,902	70	82	18	17	0	0	187
South Piedmont CC	2,292	329	231	86	79	37	3	765
Southwestern CC	2,012	18	97	47	10	20	2	194
Stanly CC	1,750	34	62	42	14	16	5	173
Surry CC	3,380	351	264	55	17	21	15	723
Tri-County CC	1,249	27	17	9	4	5	1	63
Vance-Granville CC	4,090	153	57	16	18	9	16	269
Wake TCC	9,150	1,122	1,721	626	662	637	134	4,902
Wayne CC	3,323	112	174	51	29	19	8	393
Western Piedmont CC	2,694	184	113	29	10	6	8	350
Wilkes CC	2,712	127	207	41	16	9	9	409
Wilson TCC	1,855	114	189	44	26	16	8	397
System Totals	176,743	8,782	16,165	6,705	3,701	3,527	700	39,580

DIVERSE POPULATIONS LEARNING NEEDS MEASURE E: ***Number of Under-Represented Students Enrolled Per Category***

Definition/Description This measure is intended to examine the enrollment of under-represented students in community college programs. Once categories of "under-represented" students are defined, data on enrollment trends for the categories can be developed.

Methodology and Data Source The source of the data for this measure is the curriculum and extension registration files maintained by the System Office. For 2001-02, enrollment of each ethnicity group per category was analyzed based on the Census 2000 data.

Performance Target By 2001, identify populations under-represented in community college programs and increase their enrollment by 10 percent.

Results Among other ethnic groups, Hispanics were the most under-represented in all of the Curriculum programs (Associate, Certificate, Diploma, and Transitional). In Continuing Education programs, Hispanics were under-represented in Occupational Extension. Even though the overall enrollment in these areas for Hispanics were slightly increased compared to last year's figures, they are still under-represented. A noticeable point is that the percentage of representation in the Basic Skills program for Hispanics and Asians were over-represented, which is consistent with last year's results. With Hispanics in particular, the percentage of students in Basic Skills (24.29%) was almost six times their ethnic representation of North Carolina's adult population (4.25%). For the Basic Skills program, Blacks were over-represented (32.28%). They were also over-represented in the HRD program (37%). In Continuing Education, Asians were slightly under-represented in Occupational Extension.

PERCENT ENROLLMENT OF EACH ETHNICITY GROUP PER CATEGORY

ETHNICITY GROUP	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	OTHER	WHITE
% of Adult Population	1.34%	19.87%	4.25%	1.1%	0.82%	72.61%
Curriculum						
Associate	2.1	24.89	**2.19***	1.65	1.37	67.79
Certificate	1.49	30.79	**2.26***	1.36	1.18	62.89
Diploma	1.10	28.86	**1.55***	1.67	0.83	65.99
Transitional	2.41	21.42	**2.79***	0.85	**2.05****	70.46
Continuing Ed						
Basic Skills	**3.08****	**32.28****	**24.29****	1.79	0.95	37.61
Occupational Extension	**0.73***	19.16	**1.91***	1.53	0.85	75.83
HRD	0.88	**37.00****	3.83	1.28	**0.57**	56.44

*Under-represented compared to representation of other ethnicity groups in the category.
**Over-represented compared to representation of other ethnicity groups in the category.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE F: ***Percentage of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance***

Description/Definition The percentage of curriculum students enrolled in award granting programs who receive some type of financial aid and the average amount of that aid compared with the cost of attendance. For purposes of this measure, cost of attendance includes tuition and fees, books and supplies, and other expenses.

Methodology and Data Source Data on number of students receiving financial aid and the amount of the aid is collected and reported annually by the UNC-General Administration. The data are published in the Statistical Abstract of Higher Education in North Carolina. Beginning in 1999-00, data on the cost of attendance is reported by each college as part of the federal IPEDS data collection system. This information is downloaded from the IPEDS database and average cost of attendance for the System is calculated.

Performance Target No performance target level has been set for this measure.

Results The number of students receiving financial aid in 2001-02 decreased by 3,187 (5.3% decrease). However, the average amount of aid received slightly increased by $58.

NUMBER AND PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

YEAR	NUMBER OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID*	AVERAGE DOLLAR VALUE
1997-98	77,301	51.6%	$1,229
1998-99	90,408	54.0%	$1,607
1999-00	83,454	47.9%	$1,513
2000-01	91,946	51.4%	$1,695
2001-02	88,759	46.1%	$1,753

* Number and percent based on number of curriculum students enrolled in associate degree, diploma and certificate granting programs. Students enrolled in transitional programs (special credit, dual enrollment and Huskins Bill) are not eligible for financial aid.

DIVERSE POPULATIONS LEARNING NEEDS MEASURE G: ***Percentage of the Adult Population in Service Area Enrolled***

Description/Definition The percentage of the adult population in each college's service area enrolled in either curriculum or continuing education.

Methodology and Data Source Unduplicated headcount for each college is determined from the curriculum and continuing education registration data files. The service area population data are derived from population statistics available from the State Demographers office. The population data are for individuals 18 years or older.

Performance Target No performance target level has been set for this measure.

Results The percentage of adult population served slightly increased from 12.6 percent in 2000-01 to 13.4 percent in 2001-02. Enrollment in 2001-02 increased by 82,071 (10.6%) over the 2000-01 enrollment figures. This reflects an increase in adult population in North Carolina.

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED PER COLLEGE (STATE AVERAGE)

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVE. PER COLLEGE)
1997-98	12.6
1998-99	10.0
1999-00	12.9
2000-01	12.6
2001-02	13.4

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 2001-2002

COLLEGE	TOTAL FTE	ANNUAL ENROLLMENT	SERVICE AREA 18 & UP	PERCENTAGE
Alamance CC	3,172	15,170	103,103	14.71%
Asheville-Buncombe TCC	4,995	24,821	181,670	13.66%
Beaufort County CC	1,817	7,082	53,460	13.25%
Bladen CC	1,253	4,870	24,886	19.57%
Blue Ridge CC	2,123	16,000	98,069	16.32%
Brunswick CC	1,182	6,754	62,551	10.80%
Caldwell CC & TI	3,410	14,059	96,053	14.64%
Cape Fear CC	5,756	25,253	165,955	15.22%
Carteret CC	1,684	6,966	48,405	14.39%
Catawba Valley CC	3,726	20,005	137,464	14.55%
Central Carolina CC	4,807	18,537	147,917	12.53%
Central Piedmont CC	11,775	58,361	545,012	10.71%
Cleveland CC	2,419	9,813	73,341	13.38%
Coastal Carolina CC	3,918	26,859	109,785	24.47%
College of the Albemarle	2,143	11,953	100,433	11.90%
Craven CC	2,243	11,479	70,114	16.37%
Davidson County CC	2,906	15,436	142,881	10.80%
Durham TCC	4,005	23,015	274,747	8.38%
Edgecombe CC	2,208	9,033	40,253	22.44%
Fayetteville TCC	9,004	38,875	219,908	17.68%
Forsyth TCC	5,653	31,559	272,590	11.58%
Gaston College	4,093	21,298	195,884	10.87%
Guilford TCC	7,645	33,169	327,687	10.12%
Halifax CC	1,784	7,597	75,614	10.05%
Haywood CC	1,675	7,254	44,077	16.46%
Isothermal CC	1,895	10,947	64,338	17.01%
James Sprunt CC	1,360	7,612	37,439	20.33%
Johnston CC	3,084	14,076	97,385	14.45%
Lenoir CC	2,847	14,152	67,396	21.00%
Martin CC	1,074	4,605	44,301	10.39%
Mayland CC	1,488	6,394	41,568	15.38%
McDowell TCC	1,339	10,531	33,629	31.32%
Mitchell CC	1,986	11,212	97,493	11.50%
Montgomery CC	726	3,747	20,644	18.15%
Nash CC	2,470	12,173	67,033	18.16%
Pamlico CC	518	1,785	10,452	17.08%
Piedmont CC	1,922	8,875	46,617	19.04%
Pitt CC	4,854	18,883	104,786	18.02%
Randolph CC	2,108	11,805	101,220	11.66%
Richmond CC	1,957	6,886	60,981	11.29%
Roanoke-Chowan CC	930	3,948	48,915	8.07%
Robeson CC	3,228	12,743	89,999	14.16%
Rockingham CC	1,991	11,238	71,098	15.81%
Rowan Cabarrus CC	4,082	19,024	204,261	9.31%
Sampson CC	1,599	9,272	46,332	20.01%
Sandhills CC	3,480	13,906	86,366	16.10%
South Piedmont CC	1,902	9,743	116,889	8.34%
Southeastern CC	2,292	10,051	41,703	24.10%
Southwestern CC	2,012	8,401	62,921	13.35%
Stanly CC	1,750	7,091	44,807	15.83%
Surry CC	3,380	14,316	83,692	17.11%
Tri-County CC	1,249	5,591	34,051	16.42%
Vance-Granville CC	4,090	16,919	123,886	13.66%
Wake TCC	9,150	49,646	505,908	9.81%
Wayne CC	3,323	14,893	84,463	17.63%
Western Piedmont CC	2,694	15,430	68,839	22.41%
Wilkes CC	2,712	12,520	80,649	15.52%
Wilson TCC	1,855	10,718	56,247	19.06%
System Totals	176,743	854,351	6,358,167	13.44%

CRITICAL SUCCESS FACTOR IV: RESOURCES

For any institution, educational or industrial, there is a critical mass of resources necessary for the organization to perform at an optimal level. When resources fall below this critical mass level, or when increased demand outstrips available resources, performance declines and quality suffers. The level of resources can be thought of as an indicator of the health of an organization.

An examination of the colleges' resources will indicate the capability of the institutions in providing quality educational programs. Whereas resources alone do not guarantee that a quality education will be present, without the appropriate resources, a college cannot provide students with an adequate learning experience.

The measures selected as indicators of the health of the System and the colleges as determined by resources are:

A. Percentage of College Libraries Meeting ALA Standards

B. Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges

C. Average Nine-Month Faculty Salaries as a Percentage of the SREB Average

D. Retention Rate for Full-Time Faculty With Less Than Five Years Experience

E. Number of Faculty and Staff Participating in Professional Development Activities

F. Percentage of Facilities Meeting the "Satisfactory" Building Condition

G. Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment

RESOURCES MEASURE A: ***Percentage of College Libraries Meeting the ALA Standards***

Description/Definition The percentage of colleges meeting the American Library Association standards for community, junior and technical colleges. Specifically, this measure looks at percentage meeting the standards for number of book titles, serial subscriptions, expenditure per FTE minus salaries, library staff, and square footage.

Methodology and Data Source The library data are collected by the National Center for Education Statistics (NCES) this year. The data are published in the Statistical Abstract of Higher Education in North Carolina, an annual publication of the UNC-General Administration. Data available from this publication are then compared with the standards set by the ALA to determine which colleges meet the standards. It should be noted that the ALA standards vary based on FTE of the college.

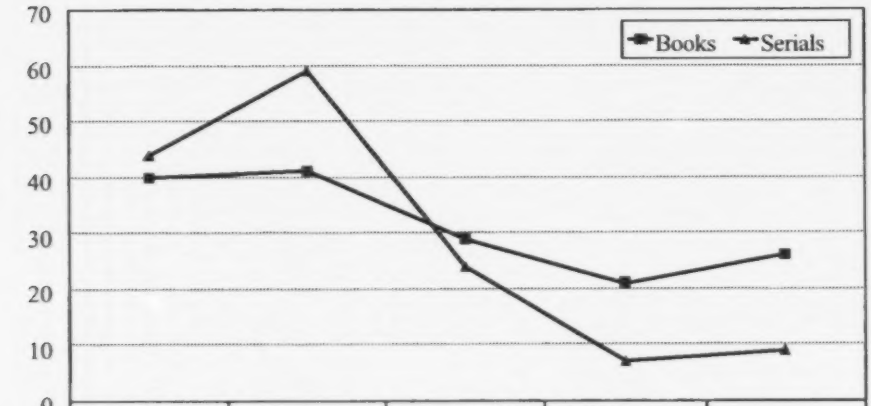
Performance Target No performance target level has been set for this measure.

Results The data indicates that less than half the colleges meet the ALA minimum standards, and they raise concern about conditions of the community college libraries in North Carolina. It should be noted, however, that the standards related to books, serials and square footage may not be as relevant with the expansion of online resources.

LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS, 2001-02

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Books (Paper Volumes)	43	74	13	22	2	4
Serial Subscriptions	53	91	4	7	1	2
Expenditure Minus Salaries per FTE	57	98	1	2	0	0
Library Staff	57	98	1	2	0	0
Square Footage	58	100	0	0	0	0

Percentage of LRCs Meeting Standard



	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Books	40	41	29	21	26
Serials	44	59	24	7	9

RESOURCES MEASURE B: ***Total Dollar Amount of Budget Transfers Between Program Areas Made by Community Colleges***

Description/Definition The purpose of this measure is to serve as an indicator of the effectiveness of the resource allocation model being used by the North Carolina Community College System. The measure is simply the total dollar amount of budget transfers across program areas made by the community colleges.

Methodology and Data Source The source of the data are the budget accounting records maintained by the Business and Finance Division of the North Carolina Community College System Office. The total dollar amount transferred is calculated by the Business and Finance Division by comparing the initial allocation of funds with final expenditures.

Performance Target No performance target was set for this measure.

Results In 2001-2002, a total of $647,233 were transferred between program areas by community colleges. This represents 0.20 percent of the total initial allocation.

RESOURCES MEASURE C: ***Average Nine-Month Faculty Salaries as a Percentage of the SREB Average***

Description/Definition The nine-month average faculty salary for full-time curriculum faculty compared with the nine-month average faculty salary for full-time curriculum faculty at public, two-year institutions in the Southern Regional Education Board (SREB) states. To allow comparisons across states, a nine-month salary figure is calculated for full-time curriculum faculty; based on a computed nine-month salary.

Methodology and Data Source Source of the North Carolina community college faculty salaries is the fall staff data file submitted annually by each college. Total monthly salary for each full-time curriculum faculty is selected from the college data files. A nine-month salary for each full-time faculty is then calculated by multiplying the total monthly salary by 9. An average nine-month salary is then calculated for the college and the System. The SREB nine-month average salary is obtained from an annual publication titled SREB Data Exchange. The average nine-month faculty salaries are presented by state and an overall SREB average is calculated and presented.

This measure presents data on the ranking of North Carolina among the 16 SREB states in faculty salaries and calculates the percentage of North Carolina faculty salaries as a function of the SREB average nine-month faculty salary.

The median salary for selected staff positions compared with the median salary for the same positions as reported by a national survey of the College and University Personnel Association (CUPA) cannot be calculated due to the new employee classification for the NCCCS.

Performance Target By 2001, increase the average nine-month salaries of full-time curriculum faculty and staff to 83.3 percent of the SREB average to the SREB average.

Results Data show that progress has been made in closing the gap between North Carolina average nine-month salaries for full-time curriculum faculty and the SREB average nine-month salary. In 2001-02, the percent of the North Carolina average nine-month salary as a function of the SREB average salary decreased 1.8 percent. The average nine-month salary of full-time curriculum faculty and staff was 86.1 percent of the SREB average. Thus the performance target was achieved.

AVERAGE 9-MONTH SALARY OF FULL-TIME CURRICULUM FACULTY AT TWO-YEAR PUBLIC INSTITUTIONS: A COMPARISON OF NORTH CAROLINA TO THE SREB AVERAGE, 1997-98 TO 2001-2002

ACADEMIC YEAR	NC 9-MONTH SREB AVERAGE	SREB AVERAGE	SREB RANK*	% of SREB AVERAGE
1997-98	$32,206	$37,677	15	85.5
1998-99	$33,207	$38,777	14**	85.6
1999-00	$34,527	$40,476	16***	85.3
2000-01	$36,044	$41,008	14	87.9
2001-02	$36,809	$42,736	14	86.1

*Ranking of 15 Southern Regional Education Board (SREB) states.

**Kentucky did not report data in 1998-99; ranking is based on 14 states.

***Delaware recently became the 16th state to join SREB.

RESOURCES MEASURE D: Retention Rate for Full-Time Faculty With Less Than Five Years of Experience

Definition/Description The number and percentage of full-time faculty with less than five years of experience who are retained the following year.

Methodology and Data Source The source of data for this measure is the fall staff data file submitted annually by each college. A subset of the data file is created which contains data on all full-time faculty with less than five years experience. This data file is then compared with the fall staff data file for the following year to determine the number and percentage of full-time faculty with less than five years of experience that are retained.

Performance Target By 2001, increase by 5 percent the year-to-year retention of full-time faculty with less than five years of experience.

Results The rate of retention of faculty decreased from 99.3 percent in 2000-2001 to 89.5 percent in 2001-2002. Thus the performance target, increase by 5 percent the year-to-year retention of full-time faculty with less than five years of experience was not achieved.

RETENTION RATE FOR FULL-TIME FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE

YEAR	TOTAL NUMBER OF FACULTY WITH LESS THAN FIVE YEARS EXPERIENCE	NUMBER WHO ARE RETAINED	PERCENT RETAINED
2000-2001	1,545	1,534	99.3
2001-2002	2,033	1,819	89.5

RESOURCES MEASURE E: ***Number of Faculty and Staff Participating in Professional Development Activities***

Definition/Description The number of faculty and staff who participate in TIER A funded professional development activities.

Methodology and Data Source The data are collected annually by the Academic and Student Services Division of the North Carolina Community College System Office. The data are submitted annually by the colleges to the System Office as a requirement for receiving TIER A professional development funds.

Performance Target By 2001, increase by 10 percent the participation of faculty and staff in professional development programs.

Results In 2001-2002, 2,969 faculty and staff participated in TIER A sponsored professional development activities, which is a 41.5 percent decrease over last year's figure. Thus the performance target was not achieved.

NUMBER OF FACULTY AND STAFF PARTICIPATING
IN TIER A PROFESSIONAL DEVELOPMENT 2001-2002

COLLEGE	TOTAL FTE	NUMBER OF FACULTY & STAFF
Alamance CC	3,172	12
Asheville-Buncombe TCC	4,995	53
Beaufort County CC	1,817	10
Bladen CC	1,253	16
Blue Ridge CC	2,123	79
Brunswick CC	1,182	112
Caldwell CC & TI	3,410	36
Cape Fear CC	5,756	87
Carteret CC	1,684	28
Catawba Valley CC	3,726	35
Central Carolina CC	4,807	52
Central Piedmont CC	11,775	58
Cleveland CC	2,419	12
Coastal Carolina CC	3,918	23
College of the Albemarle	2,143	40
Craven CC	2,243	33
Davidson County CC	2,906	55
Durham TCC	4,005	0
Edgecombe CC	2,208	24
Fayetteville TCC	9,004	180
Forsyth TCC	5,653	88
Gaston College	4,093	79
Guilford TCC	7,645	158
Halifax CC	1,784	0
Haywood CC	1,675	14
Isothermal CC	1,895	22
James Sprunt CC	1,360	25
Johnston CC	3,084	35
Lenoir CC	2,847	38
Martin CC	1,074	10
Mayland CC	1,488	35
McDowell TCC	1,339	288
Mitchell CC	1,986	195
Montgomery CC	726	16
Nash CC	2,470	18
Pamlico CC	518	8
Piedmont CC	1,922	21
Pitt CC	4,854	23
Randolph CC	2,108	145
Richmond CC	1,957	25
Roanoke-Chowan CC	930	13
Robeson CC	3,228	26
Rockingham CC	1,991	22
Rowan Cabarrus CC	4,082	181
Sampson CC	1,599	27
Sandhills CC	3,480	48
South Piedmont CC	1,902	31
Southeastern CC	2,292	11
Southwestern CC	2,012	25
Stanly CC	1,750	14
Surry CC	3,380	24
Tri-County CC	1,249	29
Vance-Granville CC	4,090	175
Wake TCC	9,150	38
Wayne CC	3,323	44
Western Piedmont CC	2,694	21
Wilkes CC	2,712	33
Wilson TCC	1,855	19
System Totals	176,743	2,969

RESOURCES MEASURE F: ***Percentage of Facilities Meeting the "Satisfactory" Building Condition***

Definition/Description The percentage of community college facilities that meet "satisfactory" building conditions as measured in the Annual Facilities Inventory and Utilization Study. "Satisfactory" is defined as the facility is suitable for continued use with normal maintenance.

Methodology and Data Source Data are collected from the colleges and analyzed annually by the Higher Education Facilities Commission housed at UNC-General Administration. The rating of facilities as "satisfactory" is done by the individual colleges. The measure is the percentage of all facilities that meet the satisfactory building condition.

Performance Target By 2001, improve by 10 percent the statewide percentage of facilities meeting "satisfactory" building conditions, as measured in the Annual Facilities Inventory and Utilization Study.

Results In 2001-2002, 89.6 percent of statewide facilities met the "satisfactory" building conditions, which is 0.1 percent increase from last year's figure.

RESOURCES MEASURE G: Ratio of Occupational Extension FTE Dollar Allotment to Curriculum FTE Dollar Allotment

Description/Definition The ratio of dollars allocated per occupational extension FTE to dollars allocated per curriculum FTE generated by community colleges.

Methodology and Data Source The source of the data is the Business and Finance Division of the North Carolina Community College System Office. The measure is simply a ratio comparing the dollar value of an occupational extension FTE to the dollar value of a curriculum FTE.

Performance Target By 2000, increase the funding level of occupational extension offerings to that of curriculum programs.

Results In 2001-2002, the ratio of the occupational extension FTE dollar allotment to the curriculum FTE dollar allotment was 1 to 1.17 (1:1.17), meaning that for every dollar generated by an occupational extension FTE, $1.17 was generated by a curriculum FTE.

CRITICAL SUCCESS FACTOR V: TECHNOLOGY

The application of technology to education represents a critical factor in the success of community colleges meeting the education and training needs of the citizens of North Carolina. Whether it is to meet the demands of employers for workers with the latest high-tech skills or to meet the growing demand for education and training from people throughout the state, the community colleges must continue to integrate technology into the way programs are delivered and upgrade faculty on the uses of the new technology.

In order to meet the challenges of the technological challenges of the future, the community college system must focus on three areas. First, the technological infrastructure that supports the delivery of instruction must be fully developed. Second, faculty must be trained in the use of the new technologies. Third, courses and programs that can be delivered by way of these new technologies must be developed and made available.

The measures comprising the critical success factor of technology are:

A. Number of Colleges Participating in the NC Virtual Learning Community

B. Number of Colleges Connected to the North Carolina Information Highway

C. Number of Colleges Possessing the FCC License for Wireless Cable Systems

D. Number of Courses and Programs Offered via Telecourse, wireless Cable Systems, the Internet, Two-Way Video, etc.

E. Number of Courses Offered Through the NC Virtual Learning Community

F. Enrollment in Courses Offered Through the NC Virtual Learning Community

TECHNOLOGY MEASURE A: ***Number of Colleges Participating in the NC Virtual Learning Community***

Description/Definition The North Carolina Virtual Learning Community is a consortium of community colleges sharing in the development and delivery of courseware via the Internet. This measure is a simple count of the number of community colleges participating in the virtual learning community.

Methodology and Data Source Data on courses offered through the virtual learning community and number of colleges participating will be collected by the North Carolina Community College System Office.

Performance Target By September 2000 begin delivery of instruction through the NC Virtual Learning Community.

Results All 58 community colleges joined the virtual learning community in 1998. The performance target was achieved by offering 112 courses through NC Virtual Learning Community in 2001-2002.

TECHNOLOGY MEASURE B: ***Number of Colleges Connected to the North Carolina Information Highway***

Description/Definition One objective of the 1999-2001 Strategic Plan is to increase by 10 percent the number of education and training opportunities available through alternate delivery systems. This measure provides information on the number of community colleges connected to the North Carolina Information Highway.

Methodology and Data Source Data on the number of colleges connected to the North Carolina Information Highway are maintained by the Administration Division of the North Carolina Community College System Office.

Performance Target No performance target level has been set for this measure.

Results In 2001-2002, 39 colleges plus the System Office were connected to the North Carolina Information Highway. A total of 44 different sites were connected with some colleges supporting multiple sites.

TECHNOLOGY MEASURE C: ***Number of Colleges Possessing the FCC License for Wireless Cable Systems***

Description/Definition Community colleges have applied to the FCC for wireless cable or ITFS licenses. This measure is a count of the number of colleges that have been granted a license for wireless cable systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Methodology and Data Source The Administration Division of the North Carolina Community College System Office maintains data on the number of colleges who have been granted a wireless cable systems license.

Performance Target No performance target level has been set for this measure.

Results In 2001-2002, 22 colleges had been granted licenses for wireless cable systems. Their applications are in the process of being amended to the digital, broadband connectivity to the Internet. And 14 colleges had their applications pending; they are also amending their applications to show the new utilization. Ten (10) colleges, including two that do not have their own licenses or applications, are members of consortia with other colleges, public schools or university campuses, to share the use of licenses.

TECHNOLOGY MEASURE D: ***Number of Courses and Programs Offered via Telecourse, Wireless Cable, the Internet, Two-Way Video, etc.***

Description/Definition Number of courses and programs offered and enrollment in courses and programs offered through telecourses, wireless cable, the Internet, two-way video, and other alternate delivery systems. The measure supports the objective in the 1999-2001 Strategic Plan to increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Methodology and Data Source Data on number of courses/programs offered and enrollment in those programs and courses is maintained by the Academic and Student Services Division of the North Carolina Community College System Office as part of the evaluation of distance learning activities. The data available for 1998-99 were gathered through a survey of community colleges by the Distance Learning Section of the System Office.

Performance Target By 2001, an increase by 10 percent the number of education and training opportunities available through alternate delivery systems.

Results In 2001-2002, 905 curriculum and continuing education courses were offered through these alternate delivery systems. Enrollment in the courses totaled 84,994 students, which was a 54.7 percent increase from last year. Thus the performance target was achieved. The table below gives the enrollment by method of delivery.

ENROLLMENT IN DISTANCE LEARNING COURSES, 2001-2002
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

DELIVERY MODE	CURRICULUM	CONTINUING EDUCATION
Telecourses	15,738	364
Internet Courses	47,692	9,283
Two-Way Video Courses (NC Information Highway)	7,475	161
Tele-Web Courses (Telecourse + Internet)	795	463
Other Courses	2,597	426
Total	74,297	10,697

TECHNOLOGY MEASURE E: ***Number of Courses Offered Through the NC Virtual Learning Community***

Description/Definition The number of courses offered through the NC Virtual Learning Community. These are courses that have been developed by and accepted for use in the NC Virtual Learning Community.

Methodology and Data Source The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance Target By September 2000, begin delivery of instruction through the NC Virtual Learning Community. No specific performance target level for number of courses offered has been set.

Results In 2001-2002, 112 courses were available through the NC Virtual Learning Community, and another 40-45 courses will be ready by June 30, 2003.

TECHNOLOGY MEASURE F: ***Enrollment in Courses Offered Through the NC Virtual Learning Community***

Description/Definition The enrollment in courses offered through the NC Virtual Learning Community.

Methodology and Data Source The Academic and Student Services Division of the North Carolina Community College System Office maintains data on the courses offered through the NC Virtual Learning Community.

Performance Target No specific performance target level for enrollment in courses offered has been set.

Results The enrollment data is not available for the academic year 2000-2001.

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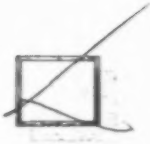

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